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ABSTRACT

The job analysis study described in this report was conducted to serve as one of the bases for documenting the content validity of the Praxis II Subject Assessment in German. The purpose was to describe the most important knowledge and skills domains needed by newly licensed (certified) German teachers in order to perform their jobs in a competent manner. An inventory of knowledge and skills German teachers need to teach was constructed and sent to 636 teachers, 294 teacher educators, and 68 state department foreign language supervisors. Frequency distributions across background information categories, mean importance ratings by relevant subgroups, and corrections of mean importance ratings within subgroups were determined. Without qualifications, 86% of the knowledge/skills areas may be used to develop test specifications. Correlations for relevant subgroups were in the 0.90s, which suggests that there is substantial agreement among various subgroups of respondents with respect to the relative importance of the knowledge and skills. Eleven tables summarize study findings. Eight appendixes contain the job analysis inventory and supplemental information about the study methodology. (Contains 10 references.) (SLD)

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Knowledge and Skills for the Beginning German Teacher

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Knowledge and Skills for the Beginning German Teacher

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Princeton, NJ

October 1993

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Executive Summary

The job analysis study described in this report was conducted to serve as one of the bases for documenting the content validity of the Praxis II: Subject Assessment in German. Praxis II is part of The Praxis Series: Professional Assessments for Beginning Teachers™. The purpose of the study was to describe the most important knowledge and skills domains needed by newly licensed (certified) German teachers in order to perform their jobs in a competent manner.

An inventory of knowledge and skills German teachers need to teach the curriculum was constructed through an iterative process by a national group of teachers, teacher educators, and administrators familiar with teaching German. The inventory contained seven knowledge and skills domains: Listening Comprehension, Structure of the Standard German Language, Reading Comprehension, Culture, Speaking, Writing, and Foreign Language Pedagogy.

Each inventory was sent to 636 teachers, 294 teacher educators, and 68 state department foreign language supervisors across the country. Respondents were asked to rate the individual knowledge and skills statements using a 5-point importance scale.

Three types of analyses were conducted: (a) frequency distributions across background information categories (e.g., sex, years of teaching experience, school level); (b) mean importance ratings by relevant subgroups (job category, sex, race/ethnicity, geographic location, years of teaching experience); and (c) correlations of mean importance ratings within relevant subgroups. A cut point of 2.50 (midway between *Moderately Important* and *Important*) was set to differentiate between important knowledge/skills and unimportant knowledge/skills for purposes of test development. Knowledge and skills statements that received a mean rating of less than 2.50 by any of the relevant subgroups of respondents were identified. The Test Development/Advisory Committee members were advised to use knowledge and skills statements that were rated above the 2.50 cut point for purposes of setting test specifications. To include knowledge and skills statements that fell below the cut point, the committee was asked to provide compelling written justification.

The analysis resulted in 31 knowledge and skills statements with a mean below 2.50 for one or more of the designated subgroups. These knowledge/skills statements represent 14% of the inventory. Before they may be used in test specifications, these knowledge/skills statements need written rationales from the Advisory/Test Development Committee. Without qualifications, 86% (n=194) of the knowledge/skills areas may be used to develop test specifications.

The knowledge and skills statements that were identified to be important by the surveyed educators should be used as the foundation for the development of test specifications. Test specifications that are linked to the results of a job analysis provide support for the content validity of the derived assessment measures and may be considered as part of an initial step in ensuring the fairness of the derived assessment measures to subgroups of German teacher candidates. It is reasonable to assume that, because of testing and psychometric constraints (e.g., time limits, ability to measure some content reliably), not all of the identified content may be included on assessment measures. One source of information that may be used to guide the test development committee in their decision of what content to include on the assessment measures is the mean importance rating. Although a rank ordering of the content by mean importance rating is not implied, it

is recommended that initial consideration be given to content that is well above the cut point and represents the appropriate breadth of content coverage.

Correlations for relevant subgroups were in the .90s, which suggests that there is substantial agreement among various subgroups of respondents with respect to the relative importance of the knowledge and skills needed by newly licensed (certified) teachers of German.

Evidence was also provided in this study of how well each domain was covered by the specific knowledge/skills statements and the overall importance of each knowledge and skills domain. The results suggest that all of the domains were well covered by the specific knowledge and skills statements. Additionally, results indicate that all of the knowledge and skills domains were judged to be important for the newly licensed (certified) German teacher. Finally, suggestions were offered regarding the relative weights each domain should receive in test specifications for the Praxis II assessment in German.

All of the findings reported above should be considered during the development of the Praxis II assessment of German.

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Introduction

New developments in psychological and educational research, measurement, and technology, as well as recent national discussions about the preparedness and effectiveness of teachers, have spurred Educational Testing Service (ETS) to develop a new generation of teacher assessments (Dwyer, 1989). This new assessment system, called The Praxis Series: Professional Assessments for Beginning Teachers™, is designed to be used by states as part of the process they employ to license or certify their teachers. The new system will consist of three stages. Praxis I: Academic Skills Assessments are designed to be used by states to decide whether prospective teachers have the basic academic skills that serve as the foundation for teacher development and practice. Basic academic skills (e.g., reading, writing, mathematics) are judged to be important for teachers regardless of school level or subject matter taught (Rosenfeld & Tannenbaum, 1991). Praxis II: Subject Assessments measure knowledge of subject matter (e.g., biology, social studies, Spanish), general principles of teaching and learning, and, where appropriate, content-specific pedagogy. Praxis III: Classroom Performance Assessments are performance-based measures of the beginning teacher's application of teaching knowledge and skills.

This report presents the job analysis study that was conducted to serve as one of the bases for documenting the content validity of the Praxis II: Subject Assessment in German. The purpose of the study was to describe the most important knowledge and abilities domains needed by newly licensed (certified) German teachers in order to perform their jobs in a competent manner. The report presents the methods used to define the job-related knowledge and abilities, the statistical analyses conducted, the results of these analyses, and implications of the results for test development.

Standards for Educational and Psychological Testing

The Standards for Educational and Psychological Testing (1985) is a comprehensive technical guide that provides criteria for the evaluation of tests, testing practices, and the effects of test use. It was developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The guidelines presented in the Standards have, by professional consensus, come to define the necessary components of quality testing. As a consequence, a testing program that adheres to the Standards is more likely to be judged to be valid (defensible) than one that does not.

Criteria designated as "primary" within the Standards "should be met by all tests...unless a sound professional reason is available to show why it is not necessary, or technically feasible, to do so in a particular case. Test developers and users...are expected to be able to explain why any primary standards have not been met" (AERA/APA/NCME, 1985, p. 2). One of the primary standards is that the content domain of a licensure or certification test should be defined in terms of the importance of the content for competent performance in an occupation. "Job analyses provide the primary basis for defining the content domain" (p. 64).

The use of job analysis to define the content domain is a critical component in establishing the content validity of licensure and certification examinations. Content validity is the principal validation strategy used for these examinations. It refers to the extent to which the content covered by an examination overlaps with the important components (tasks, knowledge, skills, or abilities) of a job (Arvey & Faley, 1988). Demonstration of content validity is accomplished through the judgments of subject-matter experts. It is enhanced by the inclusion of large numbers of subject-matter experts who represent the diversity of the relevant areas of expertise (Ghiselli, Campbell, & Zedeck, 1981). The lack of a well-designed job analysis is frequently cited by the courts as a major cause of test invalidity.

Job Analysis

Job analysis refers to procedures designed to obtain descriptive information about the tasks performed on a job and/or the knowledge, skills, and abilities thought necessary to perform those tasks adequately (Gael, 1983). The specific type of job information collected by a job analysis is determined by the purpose for which the information will be used. For purposes of developing licensure and certification examinations, a job analysis should identify the important knowledge or abilities necessary to protect the public--interpreted as the importance of the content for competent performance in an occupation (AERA/APA/NCME, 1985). In addition, a well-designed job analysis should include the participation of various subject-matter experts (Mehrens, 1987); and the data collected should be representative of the diversity within the job. Diversity refers to regional or job context factors and to subject-matter expert factors such as race/ethnicity, experience, and sex (Kuehn, Stallings, & Holland, 1990). The job analysis conducted in this study was designed to be consistent with the Standards and current professional practices.

Objectives of the Job Analysis Study

The objectives of this study were: (a) to construct comprehensive knowledge and abilities domains of German and foreign language pedagogy that are important for German teachers and then (b) to obtain, using survey methodology, the independent judgments of a national sample of educational professionals (German teachers, college faculty, and state foreign language administrators) to identify knowledge and abilities important for newly licensed (certified) German teachers. This identification component serves a critical role of ensuring that the domains (in whole or in part) are judged to be relevant to the job of a newly licensed (certified) German teacher by a wide range of educational professionals. It is the knowledge and abilities statements that are identified to be important that will be used in the development of test specifications for the German subject assessment.

Methods

Two major activities constituted the methodology used in this study: (a) defining the important knowledge and abilities domains for German teaching; and (b) evaluating the domains for their importance to the newly licensed (certified) German teacher. Table 1 illustrates these activities and their related job analysis steps.

Table 1. Steps in the Job Analysis Process

Activities	Steps
Defining the Knowledge and Abilities Domains for German Teaching	1. Draft Job Analysis Inventory 2. External Review Panel 3. Advisory/Test Development Committee
Evaluating the Domains for Their Importance to Newly Licensed (Certified) German Teachers	1. Administration of the Job Analysis Inventory 2. Data Analysis

The inventory of knowledge and abilities for German teachers was developed through an iterative process involving a national group of experts in the field of German. These practicing professionals included German teachers, college faculty, and state department foreign language supervisors.

Defining the Domain for German Teaching

Defining the knowledge and abilities domains consisted of four steps. The first step involved constructing a draft job analysis inventory. Next, the draft was sent to practicing professionals, and interviews were held with each individual. Third, an advisory committee meeting was held to review and refine the draft further. More detailed information about each of these steps is provided below.

Draft job analysis inventory. A draft inventory of the knowledge and abilities needed by German teachers was constructed by ETS Test Development specialists with subject-matter expertise in German and ETS Research staff. It was based on a review of teacher education guidelines and professional standards created by the American Association of Teachers of German and the American Council on the Teaching of Foreign Languages, test specifications for the National Teacher Examination (NTE) in German, state licensure (certification) requirements, and the job analysis inventories prepared for the Praxis II French and Spanish subject assessments. This draft functioned as the initial definition of the knowledge and abilities domains of German.

The draft inventory contained seven major domains: Listening Comprehension, Structure of the Standard German Language, Reading Comprehension, Culture, Speaking, Writing, and Foreign Language Pedagogy. There were 242 specific knowledge and abilities statements in the initial draft of the inventory.

External Review Panel. The draft inventory was mailed to a group of 10 German teaching professionals (see Appendix A for the list of professionals), consisting of four high school German teachers, one state department foreign language specialist, a member of a foreign language association, and four professors of German. Individuals were considered for membership through a process of peer recommendation. All of the review panelists had experience teaching German and/or supervising foreign language teachers. The panel members were prominent and active in professional associations and/or teacher licensure. The panel was formed so that there was representation by geographic location, race/ethnicity, sex, and professional experience.

The External Review Panel members were asked to review the draft and make modifications they felt necessary in order to cover the important aspects of teaching German. They were further instructed that these modifications could include the addition

of important knowledge and abilities statements, deletion of unimportant statements, elaboration of statements with relevant examples, and revision of statements into language that was clearer and more appropriate. ETS research staff interviewed the panelists by telephone to obtain their suggested modifications. These comments were compiled and used at the Advisory/Test Development Committee meeting, which is described below.

Advisory/Test Development Committee. A meeting was held March 12-15, 1993, in Princeton, New Jersey, with a national advisory committee of five specialists in German and two specialists in foreign language teaching (see Appendix B for a list of committee members). The committee was charged with developing a final version of the job analysis inventory. Like the External Review Panelists, members of the Advisory/Test Development Committee had representation by sex, race/ethnicity, geographic location, and professional experience. All of the committee members had experience teaching German and/or supervising foreign language teachers.

Prior to the March meeting, copies of the draft inventory were mailed to the committee members. The instructions given to committee members regarding the job analysis were essentially the same as those given to the External Review Panel. They were asked to review the draft and make modifications necessary in order to cover the knowledge and abilities domains they felt were important for teaching German. Advisory/Test Development Committee members were further instructed that these modifications could include the addition of important knowledge and abilities statements, deletion of unimportant statements, elaboration of statements with relevant examples, and revision of statements into language that was clearer and more appropriate.

Using the comments of the External Review Committee as a reference, the Advisory/Test Development Committee members revised the inventory. The group interaction fostered spirited discussions that generated suggestions not made during the individual interviews with members of the External Review Panel. The committee revised the wording of many statements to make the language clearer for the reader. For example, they changed the phrase "telephone exchanges" to "telephone conversations." The committee also added statements to cover content they thought was missing from the draft (e.g., "Recognize major differences between educational institutions in German-speaking countries and in the U.S."). Furthermore, they deleted statements already covered by other statements and reordered statements to make the transition between statements more logical. The committee did not change the domain headings; however, they made minor changes to subheadings in the inventory (e.g., from "Reading Comprehension: Understand the Organization and Stated Content of a Reading Selection" to "Reading Comprehension: Understand the Stated Content and Organization of a Reading Selection").

The committee also reviewed items concerning respondent background information (e.g., sex, years of teaching experience, geographic location). Such items were included in the inventory to describe the respondents and to provide an opportunity for conducting subgroup analyses where appropriate. The only change made in this section was the addition of three national organizations to the question regarding respondent membership in organizations.

No changes were made to the rating scale used in the inventory. The rating scale asked respondents to make judgments regarding the importance of the knowledge and abilities statements to the newly licensed (certified) German teacher. The use of an importance scale is consistent with professional standards set forth in the Standards for Educational and Psychological Testing (AERA/APA/NCME, 1985). The rating scale is shown in Table 2.

Table 2. Rating Scale Used in the Job Analysis Inventory

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?
(0) Of no importance (1) Of little importance (2) Moderately important (3) Important (4) Very important

After the meeting, the revised job analysis inventory was mailed to each committee member for final approval. Advisory committee members approved the final version of the inventory.

Pilot testing of the inventory. The inventory was pilot tested on a group of three classroom German teachers, two college faculty members, and one foreign language curriculum specialist (see Appendix C for a list of pilot test participants). The purpose of the pilot test was to ensure that the instructions were clear and that the survey forms were readily understood and could be completed by respondents. Pilot participants were asked to review the survey for clarity of wording and instruction, ease of use, and comprehensiveness of content coverage. They were asked to make their comments on a questionnaire that accompanied the survey and to mail the questionnaire and survey back to ETS in a postage-paid envelope. The pilot test indicated that no one had difficulties in completing the inventory. Consequently, no changes were made to the instrument.

Final survey format. A copy of the inventory is found in Appendix D. It consisted of four sections:

- An introduction described the inventory's purpose and gave directions for completing the inventory.
- Part One contained 225 knowledge and abilities statements separated into seven domains. In addition, Part One contained the rating scale used for determining the importance of each knowledge and skill statement for newly licensed (certified) German teachers. The seven domains are:

  Listening Comprehension
  Structure of the Standard German Language
  Reading Comprehension
  Culture
  Speaking
  Writing
  Foreign Language Pedagogy

- Part Two asked respondents to allocate percentage points across domains covered in the inventory to show how much emphasis they believed should be placed on each domain in the resulting test. These ratings are used to help assist test development committees in deciding how many test questions to put in each relevant knowledge and abilities domain.

- Part Three asked respondents to complete background information questions (e.g., grade level taught, school setting, sex); responses to these questions were used to characterize the survey respondents and, where appropriate, to conduct subgroup analyses.

Evaluating the Domains for Their Importance
to Newly Licensed (Certified) German Teachers

Once the content domains had been defined by the iterative process described above, they were evaluated in terms of their importance for competent job performance for the newly licensed (certified) German teacher. The evaluation was carried out in two steps: (a) an administration of the job analysis inventory to a larger group of practicing professionals and (b) an analysis of the data from this administration.

Administration of the job analysis inventory. The inventory was mailed with an accompanying cover letter (Appendix E) and postage-paid return envelope to groups of practicing professionals, which included German teachers, college faculty, and state department foreign language supervisors. Table 3 shows the numbers and types of educators who were sent the inventory.

Table 3. Respondent Groups and Number of Inventories Mailed

Respondent Group	Number of Inventories Mailed
German Teachers (approximately 13 per state plus the District of Columbia)[1]	636
College Faculty (approximately 6 per state plus the District of Columbia)	294
State Department Foreign Language Supervisors (approximately 1 per state plus the District of Columbia)	68
Total Mailed	998

The names of the teachers and college faculty were drawn at random from mailing lists obtained through Market Data Retrieval Services (MDRS). MDRS is a survey research organization whose data base contains the names of over 90% of all the public school teachers and college faculty in the United States. The names of state department officials were identified by administrators at the National Association of District Supervisors of Foreign Languages.

[1] Due to the small number of German teachers, college faculty, and state department foreign language supervisors available in some states, the total number of respondents was unequal across the states.

A follow-up postcard requesting completion of the inventory was sent approximately two weeks after the initial mailing.

Data analysis. Three types of analyses were conducted: (a) frequencies of responses to the background information questions (e.g., age, number of years of teaching experience, race/ethnicity), (b) mean importance ratings by relevant subgroups of respondents (e.g., teachers, college faculty, females), and (c) correlations of mean importance ratings within relevant subgroups.

Frequencies of responses to the background information questions were computed to describe the group of educators who responded to the survey. Five of these background questions were important for purposes of analyzing the data of this study: job category, geographic location, sex, race/ethnicity, and years of teaching experience. Job category (teacher, college faculty, state department official) was analyzed separately to determine if these groups of respondents had similar perceptions regarding the important knowledge and abilities needed by the newly licensed (certified) German teacher. Geographic location was considered relevant in order to determine if educators from different areas of the country had similar perceptions. The four geographic regions (South, Far West, Northeast, Central)[2] used in the analysis are consistent with the categories used by the National Association of State Directors of Teacher Education and Certification. Sex and race/ethnicity were considered relevant subgroups because they represent protected "classes" under Title VII of the Civil Rights Act of 1964. Years of teaching experience was included to determine if perceptions of importance differed by years of teaching experience. An analysis by relevant subgroups is an important part of the data analysis, because it is used to determine a core of knowledge and abilities that all relevant subgroups agree is important for the newly licensed (certified) German teacher.

Mean importance ratings were computed for each statement by relevant subgroups that numbered 30 or more. This number is necessary to ensure an accurate estimate of the population mean (Walpole, 1974). The comparison of mean ratings provides an absolute measure of importance attributed to the knowledge and abilities statements by the various subgroups (e.g., teachers, college faculty, females). Knowledge and abilities statements that meet or go beyond a critical mean value (discussed later in the report) by all relevant subgroups of respondents may be considered for inclusion in the development of test specifications. Means were also computed for responses to the content coverage and the recommendations for test content sections of the inventory. These mean analyses were computed using the aggregate of the respondents to provide overall indicators of relevance for consideration by test development staff.

Correlation coefficients were computed to determine the extent to which subgroups had similar patterns of mean importance ratings across the knowledge and abilities statements. Similar patterns reflect agreement in the relative importance of each knowledge and skill statement. For example, the profile of the mean importance ratings for

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[2]The states within these regions are:
South--Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia;
Far West--Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, Wyoming;
Northeast--Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont; and
Central--Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Wisconsin.

females was correlated with the profile of the mean importance ratings for males. The greater the similarity between the two profiles, the closer the correlation coefficient value will be to 1.0.

Criteria for selecting content for purposes of test development. To aid the Advisory/Test Development Committee in determining which knowledge and abilities domains should be considered for purposes of defining the content domain for a test of German and which knowledge and abilities domains should not be included, a mean rating of 2.50 was chosen as the cut point. The mean of 2.50 is the midpoint between *Moderately Important* and *Important* on the 5-point rating scale and is consistent with the intent of content validity, which is to include only important knowledge and abilities in the assessment measures.

Members of the Advisory/Test Development Committee were advised to consider knowledge and abilities domains that received a mean importance rating of 2.50 or higher as eligible for inclusion in the Subject Assessment in German; knowledge and abilities statements that fell below the 2.50 cut point were not to be considered for inclusion. However, because survey participants were not involved in the development of the content domain, they may lack certain insights that the Advisory/Test Development Committee members have due to their high level of involvement in the definition of the domain. Consequently, if the committee believed that a knowledge or skill statement that did not meet the cut point should be included in the assessment, they were asked to provide a compelling and documented rationale for its inclusion.

Results of the Analysis

Response Rate

The inventory was sent to a national group of educators. Of the 998 surveys mailed out, 22 were returned not completed for a variety of reasons (e.g., incorrect address, individual had retired, individual declined to participate). Of the remaining 976 surveys, 363 were returned completed. Of these completed surveys, 349 were analyzed; those that were not analyzed had been returned after the due date (n=5) or the respondent did not fit the job categories of teacher/full-time substitute, school administrator, state administrator, or teacher educator (n=9). The overall response rate (including nonusable surveys) was 39% (n=385).

Demographic Characteristics

Appendix F shows the numerical distribution of respondents across all the background information categories. Twenty-four percent of the respondents were native German speakers; 80% of the native German speakers were originally from Germany, 10% were from Austria, and 9% came from other, unspecified countries. Seventy percent of the respondents were teachers; 27% college faculty; 3% state administrators; and one person was a school administrator. Twenty-seven percent of the respondents came from the South; 23% were from the Far West; 21% were from the Northeast; and 29% were from the Central region of the country. Fifty-five percent were female; 45% were male. The majority of the respondents were White (92%). Twelve percent had five or fewer years of teaching experience; 47% had taught from 6 to 20 years; and 42% had taught 21 years or more.

Mean Importance Ratings of Knowledge and Abilities Statements

The mean importance rating on each knowledge and skill statement for all respondents, broken down by job category (teachers, college faculty), is found in Appendix G. Mean importance ratings were also computed for each of the relevant subgroups (see Appendix H). Knowledge and abilities statements rated less than 2.50 are identified in boldface on both tables.

Of the 225 knowledge and abilities statements on the inventory, 31 statements (14%) fell below the 2.50 cut point for one or more relevant subgroups. Seventeen statements were rated below 2.50 by respondents by job category; 14 additional statements were rated below 2.50 by the analyses of other relevant subgroups (e.g., male, geographic region). Table 4 shows the total number and percent of statements that fell below 2.50 in each domain. For 11 knowledge and abilities statements, one or more subgroups gave ratings of less than 2.00 (*Moderately Important*).

Table 4. Number and Percent of Statements below 2.50 by Domain

KNOWLEDGE AND ABILITIES DOMAINS	NUMBER OF STATEMENTS IN EACH DOMAIN	STATEMENTS RATED BELOW 2.50	
		Number	Percent of the Domain
Listening Comprehension	26	3	12
Structure of the Standard German Language	64	6	9
Reading Comprehension	30	8	27
Culture	21	9	43
Speaking	23	1	4
Writing	25	1	4
Foreign Language Pedagogy	36	3	8

Correlations of the Mean Importance Ratings

Correlation coefficients were computed within relevant subgroups numbering at least 30 to assess the extent of relative agreement in ratings among subgroups of respondents. The correlation between teachers (n=223) and college faculty (n=88) was .98. The correlation between females (n=187) and males (n=155) was .98. The correlations for geographic region are shown in Table 5. The correlations between teachers with five or fewer years of teaching experience (n=33; the analysis excluded those who had never taught) and those with six or more years of experience (n=307) was .96. Correlations for race/ethnicity were not computed because fewer than 30 people designated themselves as belonging to one of the non-White categories. All of the correlations were in the .90s, indicating a high level of agreement in perceived relative importance of the knowledge and abilities statements among the various subgroups.

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Table 5. Correlations by Geographic Location

	SOUTH n=93	FAR WEST n=77	NORTHEAST n=73	CENTRAL n=99
SOUTH				
FAR WEST	.98			
NORTHEAST	.98	.97		
CENTRAL	.98	.99	.97	

Together, the results of the mean and correlational analyses suggest support for a core of important knowledge and abilities that is relevant for German teachers. As discussed earlier, the Advisory/Test Development Committee is advised to consider for inclusion in the development of the Subject Assessment in German only those knowledge and abilities statements that received a mean importance rating of 2.50 or greater. To include knowledge and abilities statements that fall below the cut point, the committee is asked to provide compelling written justification.

Evaluation of the Content Domain

Respondents were asked two questions on the inventory to determine the extent to which the inventory covered knowledge and abilities judged to be important for the newly licensed (certified) German teacher: a question on content coverage and a question on the overall importance of each domain.

Content coverage. Survey respondents were asked to indicate, using a 5-point rating scale, how well each major domain was covered by the specific knowledge and abilities statements. The scale values ranged from a low of 1 (*Very Poorly*) to a high of 5 (*Very Well*); the midpoint of the scale was a value of 3 (*Adequately*). Table 6 shows the means and standard deviations of these ratings for respondents by job category. All of the sections received ratings above 4.00. This analysis indicates that respondents judged the knowledge and abilities domains to be well covered.

Table 6. Content Coverage of Domains

KNOWLEDGE AND ABILITIES DOMAINS	TEACHERS n=223		COLLEGE FACULTY n=88	
	Mean	Standard Deviation	Mean	Standard Deviation
Listening Comprehension	4.26	.76	4.48	.63
Structure of the Standard German Language	4.53	.65	4.52	.68
Reading Comprehension	4.24	.79	4.35	.72
Culture	4.20	.81	4.26	.70
Speaking	4.41	.70	4.45	.69
Writing	4.36	.70	4.43	.71
Foreign Language Pedagogy	4.43	.70	4.39	.72

Mean ratings for the overall importance of the knowledge and abilities domains. Respondents were asked to give ratings for the overall importance of each domain. The scale values for this question ranged from a low of 0 (*Not Important*) to a high of 4 (*Very Important*); the midpoint of the scale was a value of 2 (*Moderately Important*). As seen in Table 7, all of the domains received average ratings above 3.0 by teachers and college faculty.

Table 7. Mean Importance Ratings of Domains

KNOWLEDGE AND ABILITIES DOMAINS	TEACHERS n=223		COLLEGE FACULTY n=88	
	Mean	Standard Deviation	Mean	Standard Deviation
Listening Comprehension	3.55	.57	3.51	.67
Structure of the Standard German Language	3.62	.55	3.74	.52
Reading Comprehension	3.28	.74	3.32	.64
Culture	3.11	.78	3.29	.70
Speaking	3.57	.58	3.61	.54
Writing	3.38	.62	3.35	.69
Foreign Language Pedagogy	3.44	.68	3.24	.78

Mean Percentage Weights for Test Content Emphasis: Aggregate of Survey Respondents

In addition to asking respondents to rate each knowledge and abilities statement, they were asked three questions regarding test content emphasis. The first question was:

A. If the Subject Assessment in German were to contain 100 items, **regardless of item format (e.g., multiple-choice, short answer)**, WHAT PERCENTAGE OF ITEMS should be included for each of the seven content areas below? If you believe a content area should not be part of the Subject Assessment in German, put a 0 in the appropriate space. Make sure your responses add up to 100.

Listening Comprehension
Structure of the Standard German Language
Reading Comprehension
Culture
Speaking
Writing
Foreign Language Pedagogy

Table 8 shows the mean percentage weights allocated by German teachers and college faculty for question A. Speaking received the highest combined rating (17.5%). Structure of the Standard German Language received the second highest rating (16.9%), with Listening Comprehension a close third (16.8%). Foreign Language Pedagogy received the lowest rating overall (8.9%).

Table 8. Mean Percentage Weights for Test Content Emphasis: Question A

KNOWLEDGE AND ABILITIES DOMAINS	TEACHERS n=223		COLLEGE FACULTY n=88		COMBINED	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Listening Comprehension	17.2	6.6	15.9	5.7	16.8	6.4
Structure of the Standard German Language	16.5	7.4	18.1	10.5	16.9	8.4
Reading Comprehension	15.9	4.5	16.0	4.7	15.9	4.6
Culture	10.7	4.6	12.0	4.3	11.1	4.5
Speaking	17.9	6.8	16.4	5.1	17.5	6.4
Writing	13.8	4.9	13.3	5.2	13.7	5.0
Foreign Language Pedagogy	9.0	6.5	8.8	5.7	8.9	6.3

The second question asked of the respondents had to do with their allocation of percentage points for a multiple-choice test:

B. If the Subject Assessment in German were to contain 100 **multiple-choice items** in the four content areas below, WHAT PERCENTAGE OF ITEMS should be included for each content area? If you believe a content area should not be part of the Subject Assessment in German, put a 0 in the appropriate space. Make sure your responses add up to 100.

Listening Comprehension
Structure of the Standard German Language
Reading Comprehension
Culture

Table 9 shows the mean percentage weights allocated by German teachers and college faculty for question B. As seen in the table, teacher and college faculty combined gave the greatest emphasis to Structure of the Standard German Language (28.4%) and the least to Culture (17.6%).

Table 9. Mean Percentage Weights for Test Content Emphasis: Question B

KNOWLEDGE AND ABILITIES DOMAINS	TEACHERS n=223		COLLEGE FACULTY n=88		COMBINED	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Listening Comprehension	28.5	9.2	25.5	6.3	27.4	8.6
Structure of the Standard German Language	28.2	10.1	29.0	11.2	28.4	10.4
Reading Comprehension	26.6	7.5	27.1	6.3	26.7	7.2
Culture	17.3	7.5	18.4	7.5	17.6	7.5

The third question in the section on recommendations for test content emphasis was one that asked respondents to allocate points for a non-multiple-choice assessment:

C. If the Subject Assessment in German were to contain a section composed of **non-multiple-choice items** in Speaking and Writing, WHAT PERCENTAGE OF ITEMS should be included for each content area? Make sure your responses add up to 100.

Speaking
Writing

Table 10 shows the mean percentage weights allocated by German teachers and college faculty for question C. As seen in the table, Speaking received a slightly higher emphasis (54.5%) from the combined group.

Table 10. Mean Percentage Weights for Test Content Emphasis: Question C

KNOWLEDGE AND ABILITIES DOMAINS	TEACHERS n=223		COLLEGE FACULTY n=88		COMBINED	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Speaking	54.6	11.6	54.5	11.7	54.5	11.6
Writing	45.4	11.6	45.5	11.7	45.5	11.6

Summary

The job analysis study described in this report was conducted to serve as one of the bases for documenting the content validity of the Praxis II: Subject Assessment in German. This report describes the results of a study conducted to provide the German Advisory/Test Development Committee with information regarding the most important knowledge and abilities domains needed by newly licensed (certified) German teachers.

An inventory of knowledge and abilities German teachers need to teach German was constructed through an iterative process by a group of teachers, college faculty, and administrators familiar with German teaching. The inventory was sent to 636 teachers, 294 college faculty, and 68 state administrators across the country. Respondents were asked to rate the individual knowledge and abilities statements using a 5-point importance scale.

Three types of analyses were conducted: (a) frequency distributions across background information categories (e.g., sex, years of teaching experience, school level), (b) mean importance ratings by relevant subgroups (job category, sex, race/ethnicity, geographic location, years of teaching experience), and (c) correlations of mean importance ratings within relevant subgroups. A cut point of 2.50 (midway between *Moderately Important* and *Important*) was set to differentiate between important knowledge and abilities and unimportant knowledge and abilities for purposes of test development. Knowledge and abilities statements that received a mean rating of less than 2.50 by any of the relevant subgroups of respondents were identified. Test development staff were advised to use statements that fell above the 2.50 cut point for purposes of developing the Subject Assessment in German. However, if it was determined that the inclusion of particular knowledge and abilities statements that fell below 2.50 was necessary, then the Advisory/Test Development Committee was asked to provide a written and compelling rationale for the inclusion of the statements.

Summary of the Results

In the inventory, 31 knowledge and abilities statements (14%) were rated with a mean below 2.50 for one or more of the designated subgroups. These knowledge and abilities statements are shown in Table 11. Before they may be used in test development, these knowledge and abilities statements need written rationales from the Advisory/Test Development Committee. Without qualifications, 86% (n=194) of the statements may be used to develop the Subject Assessment in German.

Correlations for relevant subgroups were in the .90s, which suggests that there is substantial agreement among various subgroups of respondents with respect to the relative importance of the knowledge and abilities needed by newly licensed (certified) German teachers.

Using the Findings from the Job Analysis

The knowledge and abilities statements that were identified to be important by the surveyed German educators should be used as the foundation for the development of the Praxis II: Subject Assessment in German. Test specifications that are linked to the results of a job analysis provide support for the content validity of the derived assessment measures and may be considered as part of an initial step in ensuring the fairness of the derived assessment measures to subgroups of German teacher candidates. It is reasonable to assume that, because of testing and psychometric constraints (e.g., time limits, ability to measure some content reliably), not all of the identified content may be included on

assessment measures. One source of information that may be used to guide the test development committee in their decision of what content to include on the assessment measures is the mean importance rating. Although a rank ordering of the content by mean importance rating is not implied, it is recommended that initial consideration be given to content that is well above the cut point and represents the appropriate breadth of content coverage. Should the Advisory/Test Development Committee find it necessary to use content rated below the cut point, then they should provide a written and compelling rationale for the use of such content.

Evidence was also provided in this study of the comprehensiveness of the content domain and the judged importance of the major content areas. These two pieces of information have implications for the adequacy of the content domain. If the domain was adequately defined, then the knowledge and abilities statements should be judged to have been well covered by each major content area. The results support the adequacy of the defined content domain and the relative importance of the various domains. Additionally, suggestions were offered regarding the relative weights each domain should receive in test specifications.

All of the findings reported above should be considered during the development of the Praxis II: Subject Assessment in German.

Table 11. Knowledge and Abilities Statements that Failed to Meet the 2.50 Cut Point

Listening Comprehension

Understand speech accompanied by some background noise (e.g., static, music, conversation)

Be aware of regional and national variations of pronunciation and vocabulary

Understand speech at a rapid rate

Structure of the Standard German Language

Be aware of the existence of borrowings from other languages

Demonstrate knowledge of stress, rhythm, and intonation patterns of standard German and how these compare to English

Understand the historical development of the German language

Be able to explain certain characteristics of the German language in terms of its historical development

Demonstrate the correct formation and use of: the passive voice (e.g., *verkauft werden, ... verkauft sein*)

Demonstrate the correct formation and use of: emphasis words (e.g., *denn, doch, ja*)

Reading Comprehension

Identify the tone of a literary passage

Recognize the style or manner or expression

Analyze and interpret the rhetorical and stylistic features of literary selections

Identify meter and rhyme scheme in a poem

Infer the probable source or audience for a text

Locate a literary work in its period or style

Identify a text as typical for a particular writer or literary genre

Analyze and interpret works of literature by placing them in their specific cultural and historical context

Culture

Demonstrate familiarity with the contributions of other linguistic and cultural groups to the German-speaking regions and countries

Recognize principal contemporary political figures of German-speaking countries and regions

Recognize major scientists, inventors, and philosophers from German-speaking countries and regions

Recognize major differences between political institutions in German-speaking countries/regions and in the U.S.

Demonstrate some familiarity with major authors and works of the literature of German-speaking countries and regions

Demonstrate an ability to read critically and interpret a literary excerpt with reference to its specific cultural and historical context

Recognize significant historic figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions

Recognize significant contemporary figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions

Recognize major movements or styles in the arts in their historical/social contexts

Speaking

Make a presentation to an assembly of people

Writing

Discuss how an author uses literary devices, such as figurative language, to convey the theme in a specific literary excerpt

Foreign Language Pedagogy

Give a rationale for teaching a particular content area (e.g., mathematics, science, language arts) using German as the language of instruction

Demonstrate an awareness of professional and scholarly literature (e.g., journals, reference works, magazines) appropriate for German teachers and students

Evaluate the impact of learning theories on teaching German (e.g., second language acquisition, developmental learning)

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Appendix A

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Appendix D

Job Analysis Inventory for Teachers of German

JOB ANALYSIS INVENTORY

FOR TEACHERS OF

GERMAN

By

Educational Testing Service
Princeton, New Jersey

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INTRODUCTION

Educational Testing Service (ETS) is developing a new series of teacher licensure (certification) tests, The Praxis Series: Professional Assessments for Beginning Teachers™. These assessments include a set of Subject Assessments that measure subject matter knowledge and, where appropriate, knowledge about teaching that subject. The inventory that follows is designed to identify the knowledge and abilities important for the competent job performance of beginning German teachers. It was developed by classroom teachers, teacher educators, and state department of education officials, along with ETS staff.

The inventory asks you to respond to a list of knowledge and ability statements and to rate the importance of each statement for a beginning (newly licensed/certified) German teacher.

The information you provide will guide the development of the Subject Assessment in German. In addition, this study will greatly contribute to our understanding of German teaching as a profession. We expect the results of the study to be widely disseminated.

The inventory has been mailed to a national sample of 1,000 professionals in the field of German and foreign language education. The value of the information that is collected is directly related to the number of people who return their completed inventories; therefore, your responses are extremely important. Please take the time to complete and return the inventory.

PART ONE - KNOWLEDGE AND ABILITIES FOR GERMAN TEACHERS

The purpose of this inventory is to determine what you believe newly licensed (certified) German teachers should know and be able to do in order to perform their job in a competent manner. On the following pages, you will find seven major content areas and below each a list of knowledge and ability statements that define the particular content area. The order of presentation of the seven content areas is not meaningful.

The seven content areas are:

I. Listening Comprehension
II. Structure of the Standard German Language
III. Reading Comprehension
IV. Culture
V. Speaking
VI. Writing
VII. Foreign Language Pedagogy

For each statement within each of these content areas, you will be asked to make the following judgment:

> How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?
>
> Circle your response using the five-point scale adjacent to each statement.
>
> (0) Of no importance
> (1) Of little importance
> (2) Moderately important
> (3) Important
> (4) Very important

To familiarize yourself with the content areas and statements, you may wish to glance briefly through the inventory before making your judgments.

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

I. LISTENING COMPREHENSION (Understanding Standard German as Spoken by an Educated Native Speaker at a Normal Rate of Speech)

		IMPORTANCE
1.	Recognize the meaning carried by intonation (e.g., *Gehen Sie nach Hause!* vs. *Gehen Sie nach Hause?*)*	0 1 2 3 4
2.	Infer meaning of words and phrases from their context	0 1 2 3 4
3.	Understand high frequency words and phrases spoken in context	0 1 2 3 4
4.	Understand an utterance based on key words	0 1 2 3 4
5.	Understand high frequency idiomatic expressions and figures of speech	0 1 2 3 4
6.	Understand simple, complex, and compound sentences in past, present, and future time	0 1 2 3 4
7.	Understand sentences with real conditions (e.g., *Wenn es morgen regnet, bleiben wir zu Hause*)	0 1 2 3 4
8.	Understand sentences with contrary-to-fact conditions (e.g., *Wenn ich Zeit hätte, würde ich ins Kino gehen*)	0 1 2 3 4
9.	Understand sentences with complex constructions (e.g., subordinate clauses)	0 1 2 3 4
10.	Distinguish between formal and informal address	0 1 2 3 4
11.	Recognize what question has been asked or what information has been given	0 1 2 3 4
12.	Recognize the tone or emotional content of a spoken message (e.g., sadness, humor, irony, sarcasm)	0 1 2 3 4
13.	Understand the main idea of an informal conversation	0 1 2 3 4
14.	Recognize contradictions in a spoken message	0 1 2 3 4
15.	Determine whether statements in a spoken message are presented as facts or opinions	0 1 2 3 4
16.	Make inferences based on key information in an informal conversation	0 1 2 3 4
17.	Understand important details of an informal conversation	0 1 2 3 4

* Please note: The examples that are provided are for illustration only and are not meant to indicate the entire scope of the statement; the importance rating should be based on the overall statement.

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

I.	**LISTENING COMPREHENSION (cont.)**	**IMPORTANCE**
18.	Understand the main idea of a formal presentation on a topic of general interest (e.g., speech, lecture)	0 1 2 3 4
19.	Understand the main idea of a broadcast on a topic of general interest (e.g., announcements, weather forecasts, radio/TV advertisements)	0 1 2 3 4
20.	Understand exchanges in formal contexts (e.g., television or radio interview, panel discussion)	0 1 2 3 4
21.	Make inferences based on key information in a talk or broadcast of general interest	0 1 2 3 4
22.	Understand important details of a broadcast on a topic of general interest (e.g., announcements, weather forecasts, radio/TV advertisements)	0 1 2 3 4
23.	Understand routine telephone conversations	0 1 2 3 4
24.	Understand speech accompanied by some background noise (e.g., static, music, conversation)	0 1 2 3 4
25.	Be aware of regional and national variations of pronunciation and vocabulary	0 1 2 3 4
26.	Understand speech at a rapid rate	0 1 2 3 4
27.	**Overall evaluation of the importance of Listening Comprehension**	0 1 2 3 4

28. How well do the statements in section I cover the important aspects of Listening Comprehension?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

_____

_____

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

II. STRUCTURE OF THE STANDARD GERMAN LANGUAGE (Language Structure and Expression)

		IMPORTANCE
A.	**Speech Analysis: Detect and correct errors in spoken German.**	
29.	Recognize common pronunciation problems of nonnative speakers	0 1 2 3 4
30.	Correct common pronunciation errors of nonnative speakers	0 1 2 3 4
31.	Recognize basic grammatical errors made by nonnative speakers	0 1 2 3 4
32.	Correct basic grammatical errors made by nonnative speakers	0 1 2 3 4
33.	Recognize language that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	0 1 2 3 4
34.	Correct speech that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	0 1 2 3 4
35.	Revise speech to clarify meaning	0 1 2 3 4
B.	**Writing Analysis: Identify, correct, and analyze errors typically made by learners of German**	
36.	Identify grammatical errors	0 1 2 3 4
37.	Correct grammatical errors	0 1 2 3 4
38.	Analyze grammatical errors	0 1 2 3 4
39.	Identify errors in word choice	0 1 2 3 4
40.	Correct errors in word choice	0 1 2 3 4
41.	Analyze errors in word choice	0 1 2 3 4
42.	Recognize writing that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	0 1 2 3 4
43.	Revise writing that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	0 1 2 3 4
44.	Revise writing to clarify meaning	0 1 2 3 4
C.	**Language Analysis: Analyze various aspects of the German language (such as morphology, phonology, and syntax)**	
45.	Distinguish true from false cognates (e.g., *frei* = free, *Gift* = poison)	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

II. STRUCTURE OF THE STANDARD GERMAN LANGUAGE (cont.)	IMPORTANCE
46. Be aware of the existence of borrowings from other languages	0 1 2 3 4
47. Understand the formation of compound words and contractions (e.g., *Landkarte, zum, wofür*)	0 1 2 3 4
48. Understand the basic elements of words/morphemes (e.g., prefixes, tense/person verb endings, gender/number markers in nouns and adjectives, comparative/superlative)	0 1 2 3 4
49. Understand the basic structure of the German sound system (e.g., phonemes, vowel length, voicing/devoicing)	0 1 2 3 4
50. Demonstrate knowledge of stress, rhythm, and intonation patterns of standard German and how these compare to English	0 1 2 3 4
51. Identify common pronunciation problems for learners of German (e.g., umlaut, ch, r [trill vs. tap, alveolar vs. uvular])	0 1 2 3 4
52. Understand word order to form phrases, clauses, or sentences	0 1 2 3 4
53. Compare and contrast selected structural features of German and English	0 1 2 3 4
54. Be able to translate (into English) German words, phrases, or paragraph-length passages	0 1 2 3 4
55. Be able to translate (into German) English words, phrases, or paragraph-length passages	0 1 2 3 4
56. Understand the historical development of the German language	0 1 2 3 4
57. Be able to explain certain characteristics of the German language in terms of its historical development	0 1 2 3 4
D. Grammar: Demonstrate the correct formation and use(s) of the following:	
58. regular and irregular verbs (including verbs with spelling changes and stem changes) in all indicative tenses	0 1 2 3 4
59. modal verbs	0 1 2 3 4
60. separable and inseparable prefixes and verbal complements (e.g., *ankommen, verkaufen, spazieren gehen, intelligent sein*)	0 1 2 3 4
61. the past vs. perfect	0 1 2 3 4
62. *sein* vs. *haben* as auxiliaries	0 1 2 3 4
63. *seit* + present tense (e.g., *Ich wohne seit drei Jahren in Berlin*)	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

II. STRUCTURE OF THE STANDARD GERMAN LANGUAGE (cont.)		IMPORTANCE
64.	*vor* + past tense (e.g., *vor drei Jahren bin ich umgezogen*)	0 1 2 3 4
65.	*wissen* vs. *kennen*	0 1 2 3 4
66.	imperatives	0 1 2 3 4
67.	subject/verb agreement	0 1 2 3 4
68.	prepositions as verbal complements (e.g., *warten auf, bitten um*)	0 1 2 3 4
69.	verbs governing the accusative and dative	0 1 2 3 4
70.	reflexive verbs	0 1 2 3 4
71.	the passive voice (e.g., *verkauft werden, verkauft sein*)	0 1 2 3 4
72.	regular and irregular verbs (including verbs with stem changes) in the subjunctive mood	0 1 2 3 4
73.	definite and indefinite articles	0 1 2 3 4
74.	noun/pronoun declension	0 1 2 3 4
75.	interrogatives	0 1 2 3 4
76.	exclamations	0 1 2 3 4
77.	personal pronouns (gender and case)	0 1 2 3 4
78.	indefinite pronouns, including negative forms (e.g., *eine, kein, man, niemand, irgendein*)	0 1 2 3 4
79.	demonstrative pronouns	0 1 2 3 4
80.	relative pronouns	0 1 2 3 4
81.	reflexive pronouns	0 1 2 3 4
82.	prepositions governing the dative and/or accusative	0 1 2 3 4
83.	prepositions governing the genitive	0 1 2 3 4
84.	comparatives and superlatives	0 1 2 3 4
85.	plural forms of nouns and adjectives	0 1 2 3 4
86.	adjective endings (weak/strong)	0 1 2 3 4
87.	emphasis words (e.g., *denn, doch, ja*)	0 1 2 3 4
88.	word order in independent and dependent clauses	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

II. STRUCTURE OF THE STANDARD GERMAN LANGUAGE (cont.)

		IMPORTANCE
89.	conjunctions (coordinating, subordinating)	0 1 2 3 4
90.	*um ... zu* clauses	0 1 2 3 4
91.	characteristics of German orthography (e.g., capitalization of nouns, double s [β])	0 1 2 3 4
92.	idiomatic expressions (e.g., *pleite sein, Spaß machen, auf und ab gehen*)	0 1 2 3 4
93.	**Overall evaluation of the importance of Structure of the Standard German Language**	0 1 2 3 4

94. How well do the statements in section II cover the important aspects of Structure of the Standard German Language?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

_____

_____

III. READING COMPREHENSION (Understanding the Stated Content and Organization of a Reading Selection)

A. Understand the content and organization of a reading selection

		IMPORTANCE
95.	Understand sentences with real conditions (e.g., *Wenn es morgen regnet, bleiben wir zu Hause.*)	0 1 2 3 4
96.	Understand sentences with contrary-to-fact conditions (e.g., *Wenn ich Zeit hätte, würde ich ins Kino gehen*)	0 1 2 3 4
97.	Identify the main idea or gist	0 1 2 3 4
98.	Identify other important ideas	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

III. READING COMPREHENSION (cont.)		IMPORTANCE
99.	Identify supporting details	0 1 2 3 4
100.	Locate the place in a reading selection where a specific kind of information can be found	0 1 2 3 4
101.	Identify a summary of ideas in a passage	0 1 2 3 4
102.	Identify the relationships among directly stated ideas (e.g., relationships of cause and effect, sequence)	0 1 2 3 4
103.	Understand and describe the organization of a passage	0 1 2 3 4
104.	Understand the literal meaning of literary reading selections	0 1 2 3 4
105.	Understand the literal meaning of nonliterary reading selections (e.g., newspapers, signs, menus)	0 1 2 3 4
B.	**Understand the implied content of a reading selection**	
106.	Distinguish fact from opinion	0 1 2 3 4
107.	Understand the logical sequence of ideas	0 1 2 3 4
108.	Distinguish what is implied from what is directly stated in a passage	0 1 2 3 4
109.	Make inferences from the directly stated content	0 1 2 3 4
110.	Relate information in a text to situations outside the text	0 1 2 3 4
111.	Identify the tone of a literary passage	0 1 2 3 4
112.	Recognize the attitude(s) expressed (e.g., sarcasm, praise, criticism, subjective vs. objective tone)	0 1 2 3 4
113.	Recognize the style or manner of expression	0 1 2 3 4
114.	Infer the author's likely purpose(s) for writing the selection (e.g., to criticize, defend)	0 1 2 3 4
115.	Analyze and interpret the rhetorical and stylistic features of literary selections	0 1 2 3 4
116.	Identify meter and rhyme scheme in a poem	0 1 2 3 4
117.	Infer the probable source or audience for a text	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

III. READING COMPREHENSION (cont.)		IMPORTANCE
118.	Locate a literary work in its period or style	0 1 2 3 4
119.	Identify a text as typical for a particular writer or literary genre	0 1 2 3 4
120.	Analyze and interpret works of literature by placing them in their specific cultural and historical context	0 1 2 3 4
C.	**Understand the way in which the language is used in a reading selection**	
121.	Recognize different possible meanings of a word, phrase, or sentence	0 1 2 3 4
122.	Understand the meaning of figurative language (e.g., metaphors, similes)	0 1 2 3 4
123.	Understand the function of key transition indicators (e.g., *denn, obwohl, deshalb*)	0 1 2 3 4
124.	Identify the referents for nouns and pronouns (as cohesive devices within a text)	0 1 2 3 4
125.	**Overall evaluation of the importance of Reading Comprehension**	0 1 2 3 4

126. How well do the statements in section III cover the important aspects of Reading Comprehension?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

_____

_____

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

IV. CULTURE (Knowledge of the Society, History, and Geography of German-Speaking Regions and Countries)

	IMPORTANCE
A. Geography	
127. Identify and locate German-speaking regions, countries, and major cities	0 1 2 3 4
128. Identify the major geographical features (e.g., mountains, rivers) of German-speaking countries and regions	0 1 2 3 4
129. Identify major agricultural and industrial regions of German-speaking countries	0 1 2 3 4
B. Lifestyles and Society	
130. Know about contemporary life-styles (e.g., education, customs) of German-speaking countries and regions	0 1 2 3 4
131. Know about the major groups indigenous to the German-speaking countries and regions (e.g., Austrians, Swiss, Alsatians)	0 1 2 3 4
132. Demonstrate familiarity with the contributions of other linguistic and cultural groups to the German-speaking regions and countries	0 1 2 3 4
133. Identify major (landmark) contributions of German-speaking people to the history, economy, political life, language, and culture of the United States	0 1 2 3 4
C. Sociolinguistic Elements of German	
134. Recognize aspects of the cultures of German-speaking regions/countries that differ from aspects of U.S. culture(s) (e.g., verbal and nonverbal social interaction patterns, use of *du* vs. *Sie*)	0 1 2 3 4
D. History	
135. Recognize major periods and events in the history of German-speaking countries and regions	0 1 2 3 4
136. Recognize principal historic political figures of German-speaking countries and regions	0 1 2 3 4
137. Recognize principal contemporary political figures of German-speaking countries and regions	0 1 2 3 4

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How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

IV. CULTURE (cont.)		IMPORTANCE
138.	Recognize major scientists, inventors, and philosophers from German-speaking countries and regions	0 1 2 3 4
139.	Recognize the importance of German postwar division and reunification	0 1 2 3 4
140.	Demonstrate an awareness of contemporary world politics and economics affecting German-speaking countries (e.g., the European Economic Community, environmental concerns, relations with Eastern Europe)	0 1 2 3 4
141.	Recognize major differences between political institutions in German-speaking countries/regions and in the U.S.	0 1 2 3 4
142.	Recognize major differences between educational institutions in German-speaking countries/regions and in the U.S.	0 1 2 3 4
E.	**Literature and the Arts**	
143.	Demonstrate some familiarity with major authors and works of the literature of German-speaking countries and regions	0 1 2 3 4
144.	Demonstrate an ability to read critically and interpret a literary excerpt with reference to its specific cultural and historical context	0 1 2 3 4
145.	Recognize significant historic figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions	0 1 2 3 4
146.	Recognize significant contemporary figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions	0 1 2 3 4
147.	Recognize major movements or styles in the arts in their historical/social contexts	0 1 2 3 4
148.	**Overall evaluation of the importance of Culture**	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

IV. CULTURE (cont.)

149. How well do the statements in section IV cover the important aspects of Culture?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

_____

_____

V. SPEAKING (Speaking Standard German)

		IMPORTANCE
150.	Speak so as to be understood by a native speaker of standard German accustomed to speaking with foreigners	0 1 2 3 4
151.	Speak so as to be understood by a native speaker of standard German unaccustomed to speaking with foreigners	0 1 2 3 4
152.	Speak with moderate grammatical control (i.e., few errors in common structure)	0 1 2 3 4
153.	Demonstrate a working vocabulary adequate for most topics of a general nature	0 1 2 3 4
154.	Speak with accurate pronunciation	0 1 2 3 4
155.	Speak with appropriate stress, intonation, and rhythm	0 1 2 3 4
156.	Speak with a moderate degree of fluency (i.e., without any uncomfortably long pauses, frequent repetitions, or lapses into English)	0 1 2 3 4
157.	Present ideas coherently, supported by relevant reasons, examples, and details	0 1 2 3 4
158.	Adapt vocabulary and style of language to the situation and the audience (i.e., use suitable register [suitable formal or informal language])	0 1 2 3 4

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How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

V. SPEAKING (cont.)		IMPORTANCE
159.	Initiate, sustain, and bring to closure a wide variety of communicative tasks (e.g., explain, discuss, ask and respond to questions, request, praise, deny, interact socially)	0 1 2 3 4
160.	Request clarification of a spoken message when it has not been understood	0 1 2 3 4
161.	Supply a synonym for or explain a word/phrase that has not been understood (i.e., use circumlocution)	0 1 2 3 4
162.	Summarize orally a speaker's main idea(s)	0 1 2 3 4
163.	Describe a visual stimulus (such as a picture or eyewitness event)	0 1 2 3 4
164.	Paraphrase a spoken stimulus	0 1 2 3 4
165.	Paraphrase a written stimulus	0 1 2 3 4
166.	Make a presentation to an assembly of people	0 1 2 3 4
167.	Present opinions on familiar topics	0 1 2 3 4
168.	Restate and compare differing points of view	0 1 2 3 4
169.	Defend opinions on familiar topics	0 1 2 3 4
170.	Narrate and describe situations with paragraph-length discourse, using appropriate means to convey past, present, and future	0 1 2 3 4
171.	Read aloud with the intonation, inflection, and fluency necessary to communicate written material effectively	0 1 2 3 4
172.	Provide comprehensible directions/instructions to students and/or other listeners	0 1 2 3 4
173.	**Overall evaluation of the importance of Speaking**	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

V. SPEAKING (cont.)

174. How well do the statements in section V cover the important aspects of Speaking?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

_____

_____

VI. WRITING (Writing Standard German [Composing Skills])

		IMPORTANCE
175.	Write so as to be understood by a native speaker of standard German	0 1 2 3 4
176.	Demonstrate a working vocabulary adequate for most topics of a general nature	0 1 2 3 4
177.	Narrate and describe situations with paragraph-length discourse, using appropriate means to convey past, present, and future	0 1 2 3 4
178.	Produce writing that is free of major errors in grammar, punctuation, syllabication, and spelling	0 1 2 3 4
179.	Use varied sentence structure to convey a sense of cohesiveness	0 1 2 3 4
180.	Use appropriate transitional expressions (e.g., *denn, einerseits, obwohl*) to convey a sense of cohesiveness	0 1 2 3 4
181.	Use complex sentences	0 1 2 3 4
182.	Organize ideas effectively and logically	0 1 2 3 4
183.	Analyze ideas and information in various ways (e.g., explain the cause and effect, draw conclusions)	0 1 2 3 4
184.	Present ideas coherently, supported by relevant reasons, examples, and details	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

VI. WRITING (cont.)		IMPORTANCE
185.	Write questions	0 1 2 3 4
186.	Take notes	0 1 2 3 4
187.	Write summaries	0 1 2 3 4
188.	Describe an event or situation of a factual nature	0 1 2 3 4
189.	Use language appropriate to the task and/or the audience addressed (i.e., use appropriate register)	0 1 2 3 4
190.	Write simple social correspondence	0 1 2 3 4
191.	Write a formal or business letter, observing the appropriate format and degree of formality (i.e., the appropriate register)	0 1 2 3 4
192.	Describe a visual stimulus (such as a picture or eyewitness event)	0 1 2 3 4
193.	Present an opinion on familiar topics	0 1 2 3 4
194.	Defend an opinion on familiar topics	0 1 2 3 4
195.	Explain or illustrate key ideas	0 1 2 3 4
196.	Restate and compare differing points of view	0 1 2 3 4
197.	Delineate the steps in a process or procedure (e.g., explain how to do something)	0 1 2 3 4
198.	Provide clear directions/instructions to students and/or other readers	0 1 2 3 4
199.	Discuss how an author uses literary devices, such as figurative language, to convey the theme in a specific literary excerpt	0 1 2 3 4
200.	**Overall evaluation of the importance of Writing**	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

VI. WRITING (cont.)

201. How well do the statements in section VI cover the important aspects of Writing?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

_____

_____

VII. FOREIGN LANGUAGE PEDAGOGY (Knowledge of Students, Curricula, Teaching Strategies, Resources, and Evaluation)

A. Planning		IMPORTANCE
202.	Give a rationale for learning German	0 1 2 3 4
203.	Explain the role of German in the total curriculum	0 1 2 3 4
204.	Give a rationale for learning a particular aspect of the German curriculum	0 1 2 3 4
205.	Give a rationale for including a particular content area (e.g., mathematics, science, language arts) in the German curriculum	0 1 2 3 4
206.	Give a rationale for teaching a particular content area (e.g., mathematics, science, language arts) using German as the language of instruction	0 1 2 3 4
207.	Understand current language proficiency guidelines (e.g., ACTFL, FSI)	0 1 2 3 4
208.	Organize content in a German curriculum for a specific group of students and justify it (e.g., multilevel classes, special needs students within a class)	0 1 2 3 4
209.	Evaluate the organization of content in a particular German curriculum	0 1 2 3 4
210.	Evaluate and make appropriate use of curricular materials and resources for German (e.g., textbooks, authentic materials, computer software, laboratory materials, learning kits)	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

VII. FOREIGN LANGUAGE PEDAGOGY (cont.)	IMPORTANCE
211. Evaluate and make appropriate use of mass media (e.g., film, television, video) to teach German	0 1 2 3 4
212. Evaluate and make appropriate use of instructional technologies (e.g., computer, videodisc, interactive television) to teach German	0 1 2 3 4
213. Demonstrate an awareness of the importance of articulation (coordination among preschool, elementary, middle, and secondary school, and college/university German curricula)	0 1 2 3 4
214. Demonstrate an awareness of professional and scholarly literature (e.g., journals, reference works, magazines) appropriate for German teachers and students	0 1 2 3 4
215. Demonstrate an awareness of professional and scholarly organizations for German and other foreign language teachers and students	0 1 2 3 4
B. Instruction	
216. Evaluate the impact of learning theories on teaching German (e.g., second language acquisition, developmental learning)	0 1 2 3 4
217. Understand factors (e.g., societal, gender, racial, socioeconomic, linguistic) that may affect the teaching and learning of German	0 1 2 3 4
218. Demonstrate an understanding of current foreign language teaching methodologies (e.g., delayed oral response, proficiency-based approaches)	0 1 2 3 4
219. Recognize the knowledge, experience, and skills that students bring to various content areas in German	0 1 2 3 4
220. Select and use a variety of appropriate teaching strategies	0 1 2 3 4
221. Use students' out-of-class experiences and knowledge to teach German	0 1 2 3 4
222. Assist students in developing strategies to overcome first-language interference and other error-inducing linguistic patterns	0 1 2 3 4
223. Recognize the special needs of some foreign language students in the learning of German	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

VII. FOREIGN LANGUAGE PEDAGOGY (cont.)	IMPORTANCE
224. Evaluate teaching strategies and activities as related to specific objectives (e.g., laboratory work, supervised practice, group work, lecture)	0 1 2 3 4
225. Use appropriate forms of representation (e.g., analogies, examples, objects, realia) to make German understandable and interesting	0 1 2 3 4
226. Show relationships among topics in German (e.g., the influence of German history on language, art, and science)	0 1 2 3 4
227. Show relationships among points in German grammar	0 1 2 3 4
228. Integrate German with other curricular areas	0 1 2 3 4
229. Manage student interaction in a German classroom without discouraging divergent thought	0 1 2 3 4
230. Demonstrate an awareness of strategies for motivating and encouraging students to succeed in German	0 1 2 3 4
231. Assist students in developing strategies for learning German effectively	0 1 2 3 4
C. Evaluation	
232. Use appropriate evaluation strategies (e.g., portfolios, observations, interviews, oral discussions, essays, written tests, diaries, daily logs) to assess students' performance in German	0 1 2 3 4
233. Use appropriate standardized measures of achievement (e.g., norm-referenced tests, criterion-referenced tests) to assist students' performance in German	0 1 2 3 4
234. Develop a variety of questioning strategies that ask students to demonstrate their understanding of particular topics	0 1 2 3 4
235. Engage students in developing their own questions about topics in German	0 1 2 3 4
236. Recognize patterns of error in students' work and assist students in developing strategies to recognize and correct them	0 1 2 3 4
237. Distinguish errors that impede comprehension from less serious ones	0 1 2 3 4
238. **Overall evaluation of the importance of Foreign Language Pedagogy**	0 1 2 3 4

How **important** is this knowledge or ability for all **newly licensed (certified)** German teachers, regardless of the grade level they will be teaching, if they are to perform their jobs in a competent manner?

Circle your response using the five-point scale adjacent to each statement.

(0) Of no importance
(1) Of little importance
(2) Moderately important
(3) Important
(4) Very important

VII. FOREIGN LANGUAGE PEDAGOGY (cont.)

239. How well do the statements in section VII cover the important aspects of Foreign Language Pedagogy?

1	2	3	4	5
Very Poorly	Poorly	Adequately	Well	Very Well

What important aspects, if any, are not covered?

_____

_____

PART TWO -- RECOMMENDATIONS FOR TEST CONTENT EMPHASIS

For each of the three sections below, you are asked to indicate WHAT PERCENTAGE OF ITEMS should be included on the Subject Assessment in German for the major content areas you just finished evaluating.

A. If the Subject Assessment in German were to contain 100 items, **regardless of item format (e.g., multiple-choice, short answer)**, WHAT PERCENTAGE OF ITEMS should be included for each of the seven content areas below? If you believe a content area should not be part of the Subject Assessment in German, put a 0 in the appropriate space. Make sure your responses add up to 100.

MAJOR CONTENT AREAS	PERCENTAGE OF TEST ITEMS (out of 100)
240. Listening Comprehension	_____
241. Structure of the Standard German Language	_____
242. Reading Comprehension	_____
243. Culture	_____
244. Speaking	_____
245. Writing	_____
246. Foreign Language Pedagogy	_____

B. If the Subject Assessment in German were to include a section composed of 100 **multiple-choice items** in the four content areas below, WHAT PERCENTAGE OF ITEMS should be included for each content area? If you believe a content area should not be part of the Subject Assessment in German, put a 0 in the appropriate space. Make sure your responses add up to 100.

MAJOR CONTENT AREAS	PERCENTAGE OF TEST ITEMS (out of 100)
247. Listening Comprehension	_____
248. Structure of the Standard German Language	_____
249. Reading Comprehension	_____
250. Culture	_____

C. If the Subject Assessment in German were to contain a section composed of **non-multiple-choice items** in Speaking and Writing, WHAT PERCENTAGE OF ITEMS should be included for each content area? Make sure your responses add up to 100.

MAJOR CONTENT AREAS	PERCENTAGE OF TEST ITEMS (out of 100)
251. Speaking	_____
252. Writing	_____

PART THREE -- BACKGROUND INFORMATION

The information that you provide in this section is completely confidential and will be used for research purposes only. Please answer the questions by circling the number that most closely describes you or your professional activities. Unless otherwise indicated, please circle only one response for each question.

253. Where do you work?

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Idaho
14. Illinois
15. Indiana
16. Iowa
17. Kansas
18. Kentucky
19. Louisiana
20. Maine
21. Maryland
22. Massachusetts
23. Michigan
24. Minnesota
25. Mississippi
26. Missouri
27. Montana
28. Nebraska
29. Nevada
30. New Hampshire
31. New Jersey
32. New Mexico
33. New York
34. North Carolina
35. North Dakota
36. Ohio
37. Oklahoma
38. Oregon
39. Pennsylvania
40. Rhode Island
41. South Carolina
42. South Dakota
43. Tennessee
44. Texas
45. Utah
46. Vermont
47. Virginia
48. Washington
49. West Virginia
50. Wisconsin
51. Wyoming

254. What is your age?

1. Under 25
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. Over 64

255. What is your sex?

1. Female
2. Male

256. Which of the following best describes the area in which you work?

1. Urban
2. Suburban
3. Rural

257. How do you describe yourself?

1. Native American, American Indian, or Alaskan Native
2. Asian American, Asian, Native Hawaiian, or Pacific Islander
3. African American or Black
4. Mexican American or Chicano
5. Puerto Rican
6. Latin American, South American, Central American, or other Hispanic
7. White
8. Other (Please specify.)_____

258. Are you a native German speaker?

1. Yes
2. No

259. If you are a native German speaker, what is your place of origin?

1. Germany
2. Austria
3. Switzerland
4. Other (Please specify.)_____

260. Which of the following best describes your highest educational attainment?

1. Less than a bachelor's
2. Bachelor's
3. Bachelor's + additional credits
4. Master's
5. Master's + additional credits
6. Doctorate

261. Which of the following best describes your current employment status?

1. Permanent substitute (assigned on a long-term basis)
2. Regular teacher (not a substitute)
3. Principal or assistant principal
4. School administrator
5. Curriculum supervisor
6. State administrator
7. College faculty
8. Other (Please specify.)_____

262. How many years have you taught German?

1. Never taught German
2. Less than a year
3. 1 - 2 years
4. 3 - 5 years
5. 6 - 10 years
6. 11 - 15 years
7. 16 - 20 years
8. 21 or more years

263. What grade level(s) are you currently teaching? (Circle all that apply.)

1. Preschool/Kindergarten
2. Grades 1-4
3. Grades 5-8
4. Grades 9-12
5. College
6. Do not teach
7. Did teach, but have retired (Please give your retirement date.)_____

264. Circle any organizations among the following to which you belong.

1. American Association of Teachers of German (AATG)
2. American Federation of Teachers (AFT)
3. American Council on the Teaching of Foreign Languages (ACTFL)
4. National Council of State Supervisors of Foreign Languages (NCSSFL)
5. National Education Association (NEA)
6. Association for Supervision and Curriculum Development (ASCD)
7. German Studies Association (GSA)
8. National Association of District Supervisors of Foreign Languages (NADSFL)
9. Modern Language Association (MLA)
10. Other (Please specify.)_____

THANK YOU FOR COMPLETING THIS INVENTORY.
PLEASE RETURN IT WITHIN 10 DAYS USING THE ENCLOSED ENVELOPE.

YOUR COOPERATION IS GREATLY APPRECIATED.

Appendix E

Cover Letter to Survey Participants

EDUCATIONAL TESTING SERVICE PRINCETON, N.J. 08541

609-921-9000
609-734-1090 (Fax)
CABLE-EDUCTESTSVC

DIVISION OF COGNITIVE
AND INSTRUCTIONAL SCIENCE

May, 1993

Dear Colleague:

I am writing to ask your cooperation in a study that should be of importance to teachers, college faculty, administrators, and other professionals in the field of education. As you are undoubtedly aware, the profession is receiving increasing national press as new plans and programs are proposed for assessing teaching. Our response to this call for improvements is to revamp the existing teacher assessment tests offered by Educational Testing Service.

One of the steps we're taking in this renovation project is to conduct a series of studies that looks closely at the knowledge and skills beginning teachers need in order to be licensed (certified). In separate studies, we've asked respondents to share their judgments about important enabling skills (e.g., computation), tasks of teaching (e.g., lesson planning), and knowledge of general principles of teaching and learning that may be important for all beginning teachers to know, regardless of their grade level or subject matter. In this study, we're focusing on the knowledge needed by beginning German teachers.

As part of the development process, ETS worked closely with teachers, college faculty, and school administrators to identify seven potentially important knowledge areas for German teachers: Listening Comprehension, Structure of the Standard German Language, Reading Comprehension, Culture, Speaking, Writing, and Foreign Language Pedagogy. An inventory of these knowledge areas is enclosed. We would like for you to fill out this inventory.

Your opinion is very important. We are sampling only 1000 professionals from across the country, therefore the value of the survey results is directly related to the number of responses we get. Your responses are confidential. The inventory request for background information about you is solely for purposes of describing this study's respondents. The code number on the front of the inventory is for our record-keeping purposes.

A postage-paid envelope is enclosed for the return of your completed inventory. Please return the inventory within ten days. If you have any questions about the study or about your participation in it, feel free to call me collect at (609) 921-9000 Ext. 5795. Thank you for your time and participation in this important project.

Cordially,

Anne Reynolds

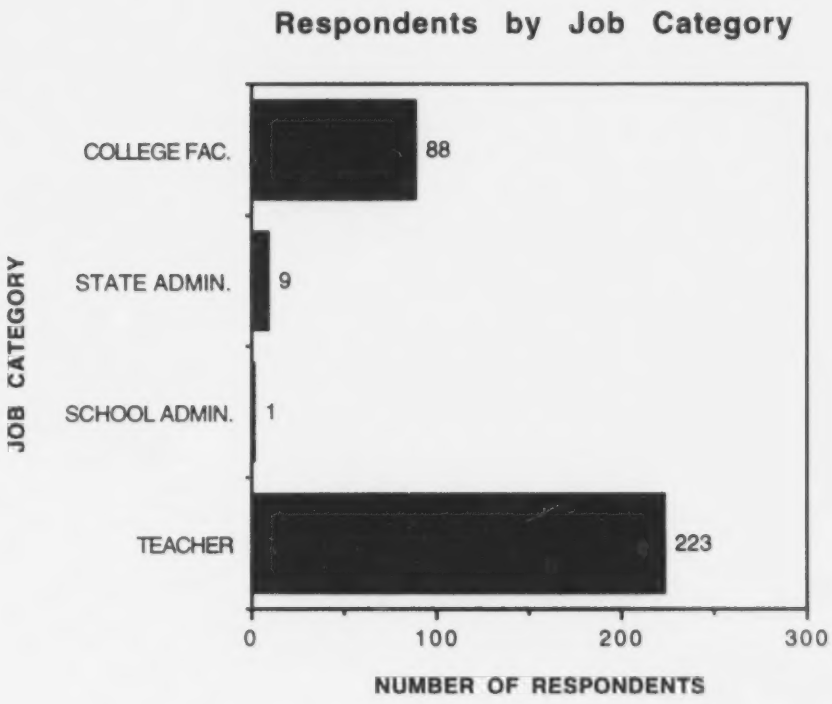
Anne Reynolds, Ph.D.
Research Scientist

Enclosures (2)

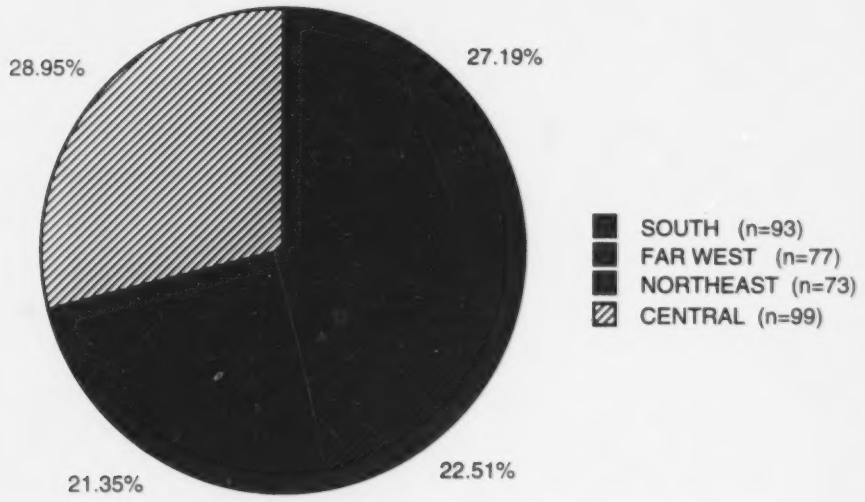
Appendix F

Demographic Characteristics of Respondents

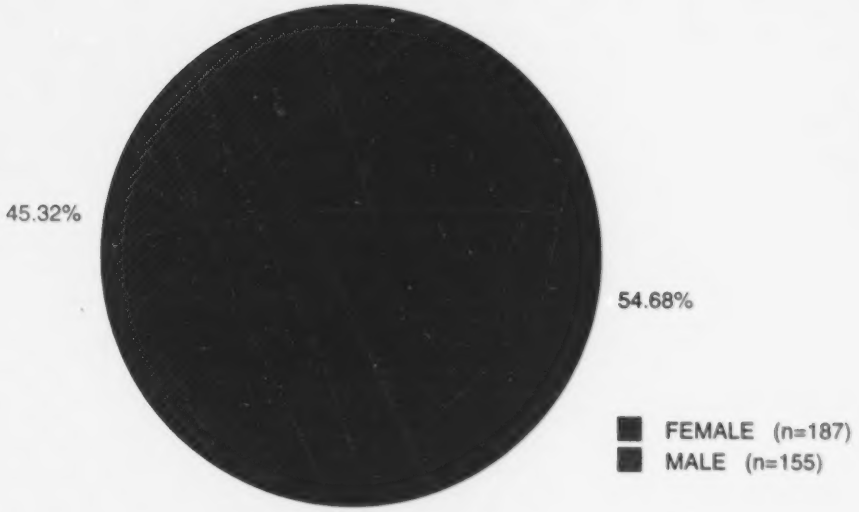
NOTE: Some totals sum to less than 349, the total number of surveys analyzed. On these particular background questions, some respondents gave multiple responses and others gave no response. These two types of responses were omitted from the analyses.



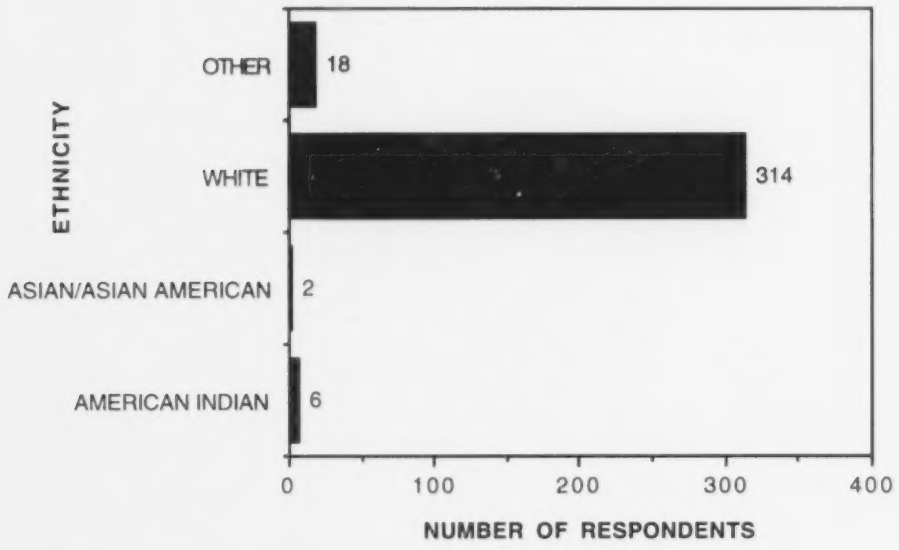
Respondents by Geographic Location



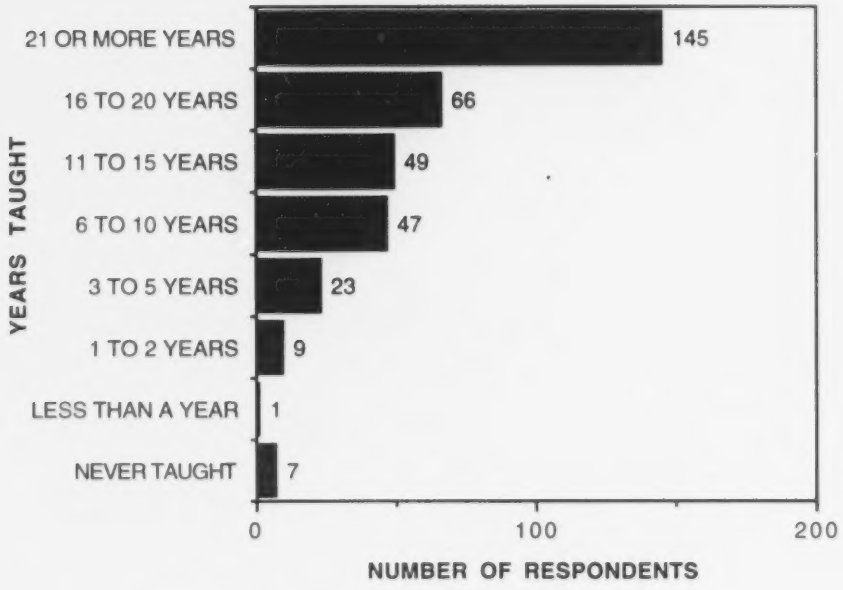
Respondents by Sex



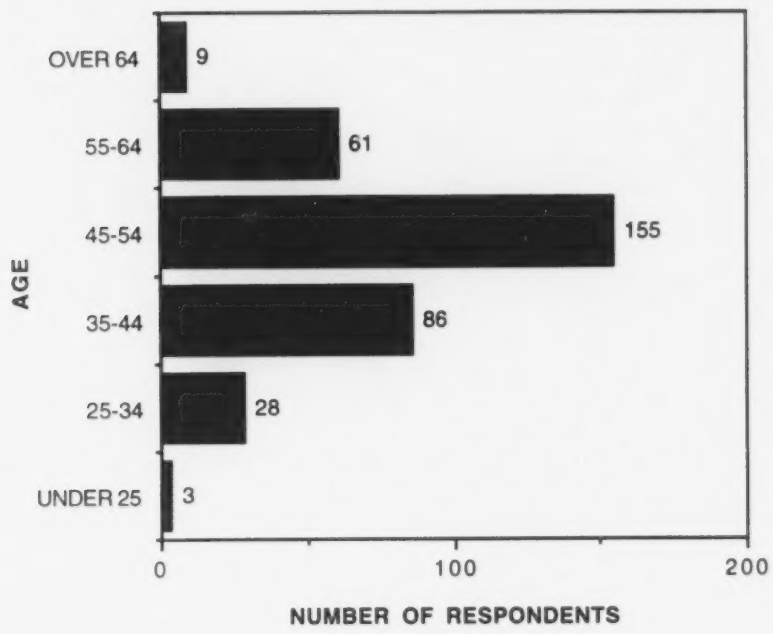
Respondents by Race/Ethnicity



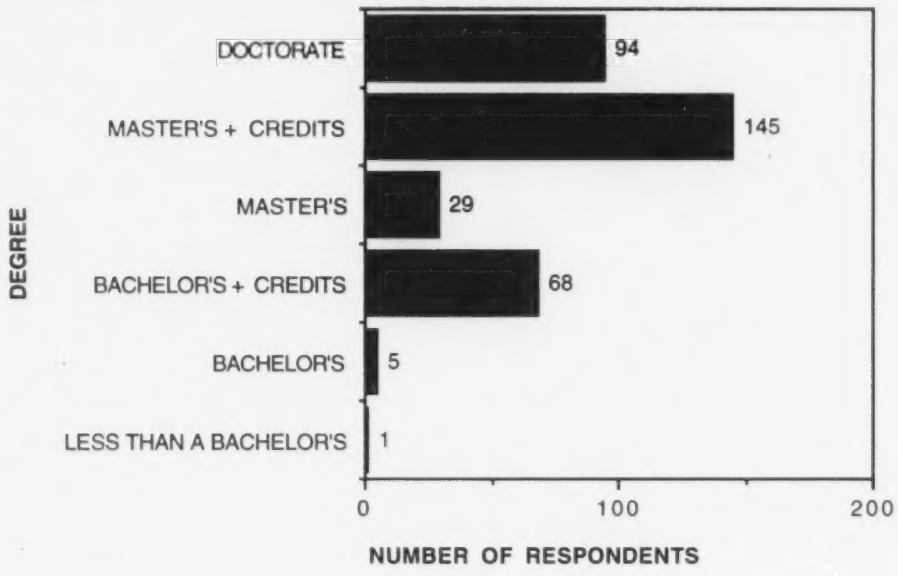
Respondents by Years of Teaching Experience



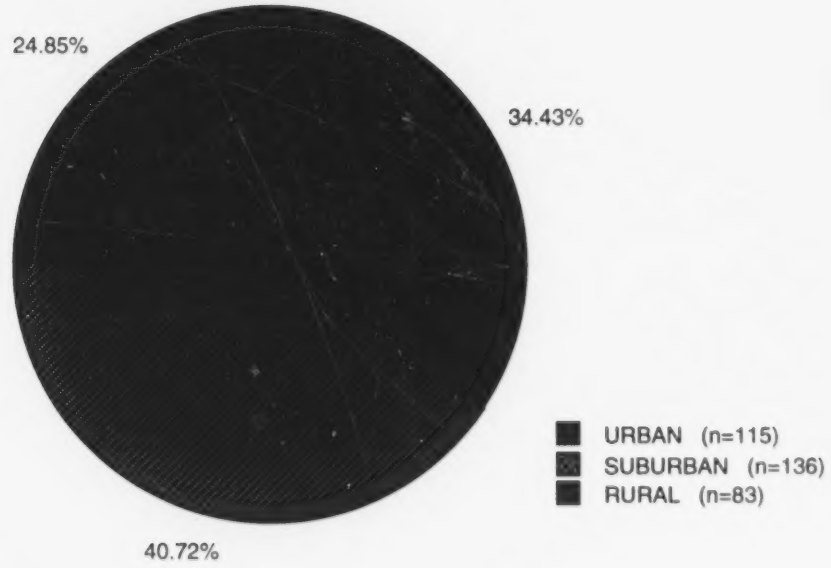
Respondents by Age



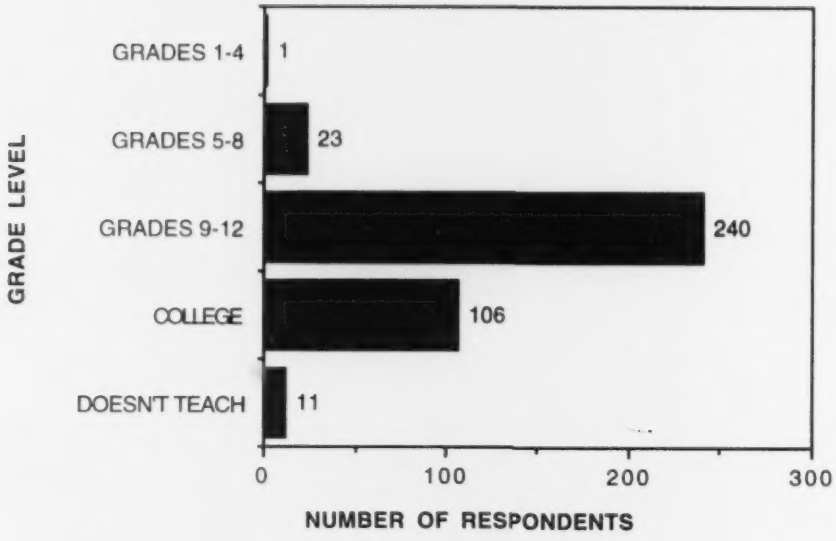
Respondents by Highest Degree Held



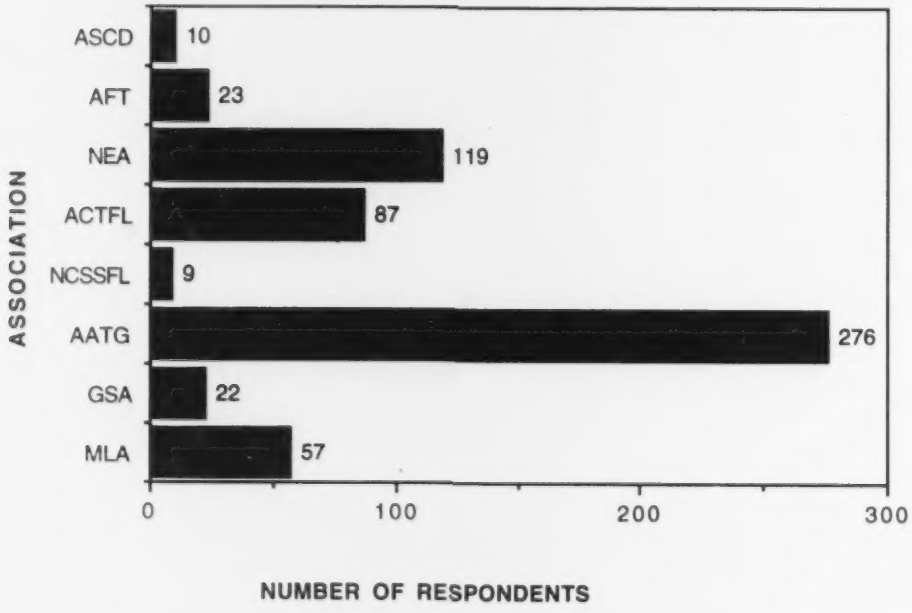
Respondents by School Location



Respondents by Grade Level Taught



Respondents by Association Membership



Appendix G

Means by Job Category

NOTE: This table does not include people who indicated that they were retirees. The table also does not include people who indicated that they were school or state administrators because these groups numbered less than 30.

NOTE: * denotes content coverage questions for which a 5-point scale was used: 1=Very Poorly; 2=Poorly; 3=Adequately; 4=Well; 5=Very Well.

QUESTION		TEACHERS n=223	COLLEGE FACULTY n=88
I. Listening Comprehension			
1	Recognize the meaning carried by intonation (e.g., *Gehen Sie nach Hause!* vs. *Gehen Sie nach Hause?)*	3.46	3.61
2	Infer meaning of words and phrases from their context	3.46	3.36
3	Understand high frequency words and phrases spoken in context	3.74	3.80
4	Understand an utterance based on key words	3.47	3.45
5	Understand high frequency idiomatic expressions and figures of speech	3.33	3.58
6	Understand simple, complex, and compound sentences in past, present, and future time	3.62	3.72
7	Understand sentences with real conditions (e.g., *Wenn es morgen regnet, bleiben wir zu Hause*)	3.57	3.69
8	Understand sentences with contrary-to-fact conditions (e.g., *Wenn ich Zeit hätte, würde ich ins Kino gehen*)	3.26	3.58
9	Understand sentences with complex constructions (e.g., subordinate clauses)	3.38	3.65
10	Distinguish between formal and informal address	3.78	3.82
11	Recognize what question has been asked or what information has been given	3.81	3.79
12	Recognize the tone or emotional content of a spoken message (e.g., sadness, humor, irony, sarcasm)	3.03	3.05
13	Understand the main idea of an informal conversation	3.69	3.76
14	Recognize contradictions in a spoken message	3.15	3.12
15	Determine whether statements in a spoken message are presented as facts or opinions	3.10	3.19

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
16	Make inferences based on key information in an informal conversation	3.25	3.16
17	Understand important details of an informal conversation	3.52	3.49
18	Understand the main idea of a formal presentation on a topic of general interest (e.g., speech, lecture)	3.19	3.23
19	Understand the main idea of a broadcast on a topic of general interest (e.g., announcements, weather forecasts, radio/TV advertisements)	3.24	3.31
20	Understand exchanges in formal contexts (e.g., television or radio interview, panel discussion)	2.76	2.86
21	Make inferences based on key information in a talk or broadcast of general interest	2.84	2.87
22	Understand important details of a broadcast on a topic of general interest (e.g., announcements, weather forecasts, radio/TV advertisements)	3.06	3.22
23	Understand routine telephone conversations	3.42	3.33
24	Understand speech accompanied by some background noise (e.g., static, music, conversation)	2.62	**2.45**
25	Be aware of regional and national variations of pronunciation and vocabulary	**2.48**	**2.33**
26	Understand speech at a rapid rate	2.56	2.51
27	**Overall evaluation of the importance of Listening Comprehension**	3.55	3.51
28 *	*How well do the statements in section I cover the important aspects of Listening Comprehension?*	4.26	4.48
II. Structure of the Standard German Language			
29	Recognize common pronunciation problems of nonnative speakers	3.43	3.61
30	Correct common pronunciation errors of nonnative speakers	3.26	3.33
31	Recognize basic grammatical errors made by nonnative speakers	3.50	3.69
32	Correct basic grammatical errors made by nonnative speakers	3.35	3.46
33	Recognize language that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.24	3.24

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
34	Correct speech that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.11	2.94
35	Revise speech to clarify meaning	3.36	3.28
36	Identify grammatical errors	3.61	3.79
37	Correct grammatical errors	3.52	3.57
38	Analyze grammatical errors	3.24	3.35
39	Identify errors in word choice	3.39	3.38
40	Correct errors in word choice	3.30	3.23
41	Analyze errors in word choice	3.09	2.99
42	Recognize writing that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.23	3.16
43	Revise writing that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.16	2.96
44	Revise writing to clarify meaning	3.30	3.14
45	Distinguish true from false cognates (e.g., *frei* = free, *Gift* = poison)	3.35	3.42
46	Be aware of the existence of borrowings from other languages	2.77	2.70
47	Understand the formation of compound words and contractions (e.g., *Landkarte, zum, wofür*)	3.49	3.60
48	Understand the basic elements of words/morphemes (e.g., prefixes, tense/person verb endings, gender/number markers in nouns and adjectives, comparative/superlative)	3.63	3.67
49	Understand the basic structure of the German sound system (e.g., phonemes, vowel length, voicing/devoicing)	3.16	3.21
50	Demonstrate knowledge of stress, rhythm, and intonation patterns of standard German and how these compare to English	2.82	2.96
51	Identify common pronunciation problems for learners of German (e.g., umlaut, ch, r-trill vs. tap, alveolar vs. uvular])	3.27	3.50
52	Understand word order to form phrases, clauses, or sentences	3.72	3.77
53	Compare and contrast selected structural features of German and English	3.06	3.18
54	Be able to translate (into English) German words, phrases, or paragraph-length passages	3.24	3.20
55	Be able to translate (into German) English words, phrases, or paragraph-length passages	3.11	3.00

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
56	Understand the historical development of the German language	**2.00**	**2.00**
57	Be able to explain certain characteristics of the German language in terms of its historical development	**1.79**	**1.93**
	Demonstrate the correct formation and use(s) of the following:		
58	regular and irregular verbs (including verbs with spelling changes and stem changes) in all indicative tenses	3.76	3.85
59	modal verbs	3.83	3.89
60	separable and inseparable prefixes and verbal complements (e.g., *ankommen, verkaufen, spazieren gehen, intelligent sein*)	3.75	3.80
61	the past vs. perfect	3.56	3.60
62	*sein* vs. *haben* as auxiliaries	3.80	3.86
63	*seit* + present tense (e.g., *Ich wohne seit drei Jahren in Berlin*)	3.34	3.44
64	*vor* + past tense (e.g., *vor drei Jahren bin ich umgezogen*)	3.23	3.44
65	*wissen* vs. *kennen*	3.61	3.73
66	imperatives	3.59	3.68
67	subject/verb agreement	3.89	3.90
68	prepositions as verbal complements (e.g., *warten auf, bitten um*)	3.32	3.40
69	verbs governing the accusative and dative	3.52	3.64
70	reflexive verbs	3.50	3.62
71	the passive voice (e.g., *verkauft werden, verkauft sein*)	2.87	3.23
72	regular and irregular verbs (including verbs with stem changes) in the subjunctive mood	2.96	3.26
73	definite and indefinite articles	3.80	3.80
74	noun/pronoun declension	3.72	3.86
75	interrogatives	3.77	3.80
76	exclamations	3.34	3.18
77	personal pronouns (gender and case)	3.85	3.87
78	indefinite pronouns, including negative forms (e.g., *eine, kein, man, niemand, irgendein*)	3.51	3.63
79	demonstrative pronouns	3.37	3.17
80	relative pronouns	3.41	3.60
81	reflexive pronouns	3.50	3.63
82	prepositions governing the dative and/or accusative	3.72	3.81
83	prepositions governing the genitive	3.22	3.17
84	comparatives and superlatives	3.62	3.63

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
85	plural forms of nouns and adjectives	3.60	3.70
86	adjective endings (weak/strong)	3.41	3.52
87	emphasis words (e.g., *denn, doch, ja*)	2.86	2.83
88	word order in independent and dependent clauses	3.69	3.79
89	conjunctions (coordinating, subordinating)	3.58	3.76
90	*um...zu* clauses	3.18	3.38
91	characteristics of German orthography (e.g., capitalization of nouns, double s [ß])	3.44	3.30
92	idiomatic expressions (e.g., *pleite sein, Spaß machen, auf und ab gehen*)	3.14	3.00
93	**Overall evaluation of the importance of Structure of the Standard German Language**	3.62	3.74
94 *	*How well do the statements in section II cover the important aspects of Structure of the Standard German Language?*	4.53	4.52
III.	**Reading Comprehension**		
95	Understand sentences with real conditions (e.g., *Wenn es morgen regnet, bleiben wir zu Hause*)	3.62	3.82
96	Understand sentences with contrary-to-fact conditions (e.g., *Wenn ich Zeite hätte, würde ich ins Kino gehen*)	3.45	3.77
97	Identify the main idea or gist	3.84	3.91
98	Identify other important ideas	3.64	3.59
99	Identify supporting details	3.26	3.10
100	Locate the place in a reading selection where a specific kind of information can be found	3.42	3.56
101	Identify a summary of ideas in a passage	3.50	3.56
102	Identify the relationships among directly stated ideas (e.g., relationships of cause and effect, sequence)	3.24	3.24
103	Understand and describe the organization of a passage	2.97	3.00
104	Understand the literal meaning of literary reading selections	3.24	3.31
105	Understand the literal meaning of nonliterary reading selections (e.g., newspapers, signs, menus)	3.45	3.51
106	Distinguish fact from opinion	3.30	3.43
107	Understand the logical sequence of ideas	3.38	3.41
108	Distinguish what is implied from what is directly stated in a passage	3.13	3.11

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
109	Make inferences from the directly stated content	3.05	3.11
110	Relate information in a text to situations outside the text	3.05	3.06
111	Identify the tone of a literary passage	2.63	2.69
112	Recognize the attitude(s) expressed (e.g., sarcasm, praise, criticism, subjective vs. objective tone)	2.81	2.95
113	Recognize the style or manner of expression	2.59	2.62
114	Infer the author's likely purpose(s) for writing the selection (e.g., to criticize, defend)	2.72	2.92
115	Analyze and interpret the rhetorical and stylistic features of literary selections	**2.13**	**2.26**
116	Identify meter and rhyme scheme in a poem	**1.93**	**2.13**
117	Infer the probable source or audience for a text	**2.27**	**2.37**
118	Locate a literary work in its period or style	**1.97**	**2.12**
119	Identify a text as typical for a particular writer or literary genre	**1.89**	**1.94**
120	Analyze and interpret works of literature by placing them in their specific cultural and historical context	**1.95**	**2.35**
121	Recognize different possible meanings of a word, phrase, or sentence	3.01	3.05
122	Understand the meaning of figurative language (e.g., metaphors, similes)	2.76	2.86
123	Understand the function of key transition indicators (e.g., *denn, obwohl, deshalb*)	3.17	3.34
124	Identify the referents for nouns and pronouns (as cohesive devices within a text)	3.13	3.35
125	**Overall evaluation of the importance of Reading Comprehension**	3.28	3.32
126 *	*How well do the statements in section III cover the important aspects of Reading Comprehension?*	4.24	4.35
IV. Culture			
127	Identify and locate German-speaking regions, countries, and major cities	3.63	3.70
128	Identify the major geographical features (e.g., mountains, rivers of German-speaking countries and regions	3.33	3.29

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
129	Identify major agricultural and industrial regions of German-speaking countries and regions	2.97	2.80
130	Know about contemporary life-styles (e.g., education, customs) of German-speaking countries and regions	3.48	3.37
131	Know about the major groups indigenous to the German-speaking countries and regions (e.g., Austrians, Swiss, Alsatians)	2.99	3.04
132	Demonstrate familiarity with the contributions of other linguistic and cultural groups to the German-speaking regions and countries	**2.45**	**2.40**
133	Identify major (landmark) contributions of German-speaking people to the history, economy, political life, language, and culture of the United States	2.99	2.73
134	Recognize aspects of the cultures of German-speaking regions/countries that differ from aspects of U.S. culture(s) (e.g., verbal and nonverbal social interaction patterns, use of *du* vs. *Sie*)	3.42	3.40
135	Recognize major periods and events in the history of German-speaking countries and regions	2.94	3.07
136	Recognize principal historic political figures of German-speaking countries and regions	2.83	2.98
137	Recognize principal contemporary political figures of German-speaking countries and regions	2.77	2.91
138	Recognize major scientists, inventors, and philosophers from German-speaking countries and regions	2.70	2.75
139	Recognize the importance of German postwar division and reunification	3.33	3.40
140	Demonstrate an awareness of contemporary world politics and economics affecting German-speaking countries (e.g., the European Economic Community, environmental concerns, relations with Eastern Europe)	3.05	3.06
141	Recognize major differences between political institutions in German-speaking countries/regions and in the U.S.	2.60	2.75
142	Recognize major differences between educational institutions in German-speaking countries/regions and in the U.S.	3.03	2.82

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
143	Demonstrate some familiarity with major authors and works of the literature of German-speaking countries and regions	2.76	3.15
144	Demonstrate an ability to read critically and interpret a literary excerpt with reference to its specific cultural and historical context	**2.27**	2.60
145	Recognize significant historic figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions	**2.49**	2.84
146	Recognize significant contemporary figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions	**2.32**	2.75
147	Recognize major movements or styles in the arts in their historical/social contexts	**2.25**	2.62
148	**Overall evaluation of the importance of Culture**	3.11	3.29
149*	*How well do the statements in section IV cover the important aspects of Culture?*	4.20	4.26
V.	**Speaking**		
150	Speak so as to be understood by a native speaker of standard German accustomed to speaking with foreigners	3.75	3.85
151	Speak so as to be understood by a native speaker of standard German unaccustomed to speaking with foreigners	3.37	3.38
152	Speak with moderate grammatical control (i.e., few errors in common structure)	3.51	3.70
153	Demonstrate a working vocabulary adequate for most topics of a general nature	3.63	3.68
154	Speak with accurate pronunciation	3.49	3.47
155	Speak with appropriate stress, intonation, and rhythm	3.29	3.30
156	Speak with a moderate degree of fluency (i.e., without any uncomfortably long pauses, frequent repetitions, or lapses into English)	3.44	3.53
157	Present ideas coherently, supported by relevant reasons, examples, and details	3.20	3.14
158	Adapt vocabulary and style of language to the situation and the audience (i.e., use suitable register [suitable formal or informal language])	3.19	3.03
159	Initiate, sustain, and bring to closure a wide variety of communicative tasks (e.g., explain, discuss, ask and respond to questions, request, praise, deny, interact socially)	3.34	3.23

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
160	Request clarification of a spoken message when it has not been understood	3.66	3.76
161	Supply a synonym for or explain a word/phrase that has not been understood (i.e., use circumlocution)	3.52	3.43
162	Summarize orally a speaker's main idea(s)	3.25	3.00
163	Describe a visual stimulus (such as a picture or eyewitness event)	3.41	3.25
164	Paraphrase a spoken stimulus	3.27	3.05
165	Paraphrase a written stimulus	3.25	3.06
166	Make a presentation to an assembly of people	2.51	2.57
167	Present opinions on familiar topics	3.20	3.24
168	Restate and compare differing points of view	2.87	2.72
169	Defend opinions on familiar topics	2.96	2.93
170	Narrate and describe situations with paragraph-length discourse, using appropriate means to convey past, present, and future	3.08	3.00
171	Read aloud with the intonation, inflection, and fluency necessary to communicate written material effectively	3.51	3.53
172	Provide comprehensible directions/instructions to students and/or other listeners	3.63	3.67
173	**Overall evaluation of the importance of Speaking**	3.57	3.61
174*	*How well do the statements in section V cover the important aspects of Speaking?*	4.41	4.45
VI.	**Writing**		
175	Write so as to be understood by a native speaker of standard German	3.57	3.64
176	Demonstrate a working vocabulary adequate for most topics of a general nature	3.62	3.59
177	Narrate and describe situations with paragraph-length discourse, using appropriate means to convey past, present, and future	3.39	3.40
178	Produce writing that is free of major errors in grammar, punctuation, syllabication, and spelling	3.52	3.51
179	Use varied sentence structure to convey a sense of cohesiveness	3.27	2.96
180	Use appropriate transitional expressions (e.g., *denn, einerseits, obwohl*) to convey a sense of cohesiveness	3.02	2.90

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
181	Use complex sentences	3.14	2.95
182	Organize ideas effectively and logically	3.42	3.43
183	Analyze ideas and information in various ways (e.g., explain the cause and effect, draw conclusions)	3.00	2.95
184	Present ideas coherently, supported by relevant reasons, examples, and details	3.17	3.20
185	Write questions	3.75	3.71
186	Take notes	3.12	3.34
187	Write summaries	3.23	3.29
188	Describe an event or situation of a factual nature	3.47	3.51
189	Use language appropriate to the task and/or the audience addressed (i.e., use appropriate register)	3.33	3.21
190	Write simple social correspondence	3.55	3.52
191	Write a formal or business letter, observing the appropriate format and degree of formality (i.e., the appropriate register)	2.71	2.80
192	Describe a visual stimulus (such as a picture or eyewitness event)	3.37	3.29
193	Present an opinion on familiar topics	3.38	3.38
194	Defend an opinion on familiar topics	3.12	3.07
195	Explain or illustrate key ideas	3.33	3.31
196	Restate and compare differing points of view	2.90	2.86
197	Delineate the steps in a process or procedure (e.g., explain how to do something)	3.29	3.27
198	Provide clear directions/instructions to students and/or other readers	3.63	3.64
199	Discuss how an author uses literary devices, such as figurative language, to convey the theme in a specific literary excerpt	**2.25**	**2.29**
200	**Overall evaluation of the importance of Writing**	3.38	3.35
201*	*How well do the statements in section VI cover the important aspects of Writing?*	4.36	4.43
VII.	**Foreign Language Pedagogy**		
202	Give a rationale for learning German	3.50	3.58
203	Explain the role of German in the total curriculum	3.30	3.38
204	Give a rationale for learning a particular aspect of the German curriculum	3.20	3.08

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
205	Give a rationale for including a particular content area (e.g., mathematics, science, language arts) in the German curriculum	2.75	2.62
206	Give a rationale for teaching a particular content area (e.g., mathematics, science, language arts) using German as the language of instruction	**2.44**	**2.33**
207	Understand current language proficiency guidelines (e.g., ACTFL, FSI)	2.91	2.89
208	Organize content in a German curriculum for a specific group of students and justify it (e.g., multilevel classes, special needs students within a class)	3.14	3.08
209	Evaluate the organization of content in a particular German curriculum	3.15	3.11
210	Evaluate and make appropriate use of curricular materials and resources for German (e.g., textbooks, authentic materials, computer software, laboratory materials, learning kits)	3.54	3.48
211	Evaluate and make appropriate use of mass media (e.g., film, television, video) to teach German	3.35	3.23
212	Evaluate and make appropriate use of instructional technologies (e.g., computer, videodisc, interactive television) to teach German	3.05	3.06
213	Demonstrate an awareness of the importance of articulation (coordination among preschool, elementary, middle, and secondary school, and college/university German curricula)	2.92	2.91
214	Demonstrate an awareness of professional and scholarly literature (e.g., journals, reference works, magazines) appropriate for German teachers and students	2.58	2.84
215	Demonstrate an awareness of professional and scholarly organizations for German and other foreign language teachers and students	2.72	3.00
216	Evaluate the impact of learning theories on teaching German (e.g., second language acquisition, developmental learning)	2.70	2.53
217	Understand factors (e.g., societal, gender, racial, socioeconomic, linguistic) that may affect the teaching and learning of German	2.77	2.75
218	Demonstrate an understanding of current foreign language teaching methodologies (e.g., delayed oral response, proficiency-based approaches)	3.15	2.94

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
219	Recognize the knowledge, experience, and skills that students bring to various content areas in German	3.13	3.11
220	Select and use a variety of appropriate teaching strategies	3.73	3.68
221	Use students' out-of-class experiences and knowledge to teach German	3.37	3.22
222	Assist students in developing strategies to overcome first-language interference and other error-inducing linguistic patterns	3.35	3.24
223	Recognize the special needs of some foreign language students in the learning of German	3.24	3.08
224	Evaluate teaching strategies and activities as related to specific objectives (e.g., laboratory work, supervised practice, group work, lecture)	3.19	3.00
225	Use appropriate forms of representation (e.g., analogies, examples, objects, realia) to make German understandable and interesting	3.50	3.46
226	Show relationships among topics in German (e.g., the influence of German history on language, art, and science)	2.83	2.83
227	Show relationships among points in German grammar	3.41	3.14
228	Integrate German with other curricular areas	2.84	2.83
229	Manage student interaction in a German classroom without discouraging divergent thought	3.36	3.43
230	Demonstrate an awareness of strategies for motivating and encouraging students to succeed in German	3.59	3.63
231	Assist students in developing strategies for learning German effectively	3.62	3.61
232	Use appropriate evaluation strategies (e.g., portfolios, observations, interviews, oral discussions, essays, written tests, diaries, daily logs) to assess students' performance in German	3.56	3.55
233	Use appropriate standardized measures of achievement (e.g., norm-referenced tests, criterion-referenced test) to assist students' performance in German	2.97	2.79
234	Develop a variety of questioning strategies that ask students to demonstrate their understanding of particular topics	3.51	3.34

	QUESTION	TEACHERS n=223	COLLEGE FACULTY n=88
235	Engage students in developing their own questions about topics in German	3.28	3.16
236	Recognize patterns of error in students' work and assist students in developing strategies to recognize and correct them	3.50	3.52
237	Distinguish errors that impede comprehension from less serious ones	3.48	3.57
238	**Overall evaluation of the importance of Foreign Language Pedagogy**	3.43	3.24
239*	*How well do the statements in section VII cover the important aspects of Foreign Language Pedagogy?*	4.43	4.39

Appendix H

Mean Importance Ratings: Subgroups of Respondents

NOTE: This table includes analyses for subgroups that numbered 30 or more. The analyses do not include people who indicated that they were retirees.

S=South; FW=Far West; NE=Northeast; C=Central
0-5=less than five years of teaching experience; 6+=6 or more years of teaching experience
F=Female; M=Male

NOTE: * denotes content coverage questions for which a 5-point scale was used: 1=Very Poorly; 2=Poorly; 3=Adequately; 4=Well; 5=Very Well.

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
DOMAIN I: LISTENING COMPREHENSION									
1	Recognize the meaning carried by intonation (e.g., *Gehen Sie nach Hause!* vs. *Gehen Sie nach Hause?)*	3.51	3.46	3.68	3.40	3.15	3.56	3.50	3.51
2	Infer meaning of words and phrases from their context	3.44	3.46	3.54	3.38	3.44	3.45	3.55	3.32
3	Understand high frequency words and phrases spoken in context	3.78	3.68	3.79	3.72	3.67	3.76	3.82	3.66
4	Understand an utterance based on key words	3.55	3.46	3.49	3.46	3.41	3.50	3.57	3.39
5	Understand high frequency idiomatic expressions and figures of speech	3.46	3.22	3.61	3.37	3.21	3.44	3.46	3.34
6	Understand simple, complex, and compound sentences in past, present, and future time	3.71	3.65	3.75	3.48	3.39	3.68	3.70	3.57

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0 - 5 n=33	6 + n=307	F n=187	M n=155
7	Understand sentences with real conditions (e.g., *Wenn es morgen regnet, bleiben wir zu Hause*)	3.67	3.59	3.68	3.44	3.27	3.64	3.65	3.52
8	Understand sentences with contrary-to-fact conditions (e.g., *Wenn ich Zeit hätte, würde ich ins Kino gehen*)	3.42	3.31	3.52	3.14	2.94	3.41	3.35	3.32
9	Understand sentences with complex constructions (e.g., subordinate clauses)	3.51	3.36	3.63	3.33	3.19	3.51	3.46	3.44
10	Distinguish between formal and informal address	3.83	3.80	3.70	3.76	3.67	3.80	3.80	3.75
11	Recognize what question has been asked or what information has been given	3.81	3.80	3.88	3.71	3.70	3.81	3.84	3.73
12	Recognize the tone or emotional content of a spoken message (e.g., sadness, humor, irony, sarcasm)	3.07	3.07	3.25	2.86	2.85	3.07	3.09	2.99
13	Understand the main idea of an informal conversation	3.73	3.72	3.75	3.61	3.50	3.73	3.77	3.63
14	Recognize contradictions in a spoken message	3.13	3.15	3.33	2.98	3.09	3.14	3.27	2.99
15	Determine whether statements in a spoken message are presented as facts or opinions	3.12	3.11	3.27	3.01	2.88	3.15	3.18	3.07
16	Make inferences based on key information in an informal conversation	3.26	3.15	3.34	3.15	3.03	3.25	3.32	3.11
17	Understand important details of an informal conversation	3.59	3.53	3.62	3.37	3.33	3.55	3.62	3.40

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
18	Understand the main idea of a formal presentation on a topic of general interest (e.g., speech, lecture)	3.29	3.17	3.36	3.07	3.00	3.24	3.24	3.19
19	Understand the main idea of a broadcast on a topic of general interest (e.g., announcements, weather forecasts, radio/TV advertisements)	3.34	3.28	3.39	3.13	3.10	3.29	3.33	3.21
20	Understand exchanges in formal contexts (e.g., television or radio interview, panel discussion)	2.88	2.80	2.96	2.61	2.65	2.80	2.86	2.74
21	Make inferences based on key information in a talk or broadcast of general interest	2.95	2.81	2.97	2.73	2.77	2.85	2.95	2.77
22	Understand important details of a broadcast on a topic of general interest (e.g., announcements, weather forecasts, radio/TV advertisements)	3.18	3.04	3.26	2.98	3.00	3.12	3.15	3.08
23	Understand routine telephone conversations	3.37	3.44	3.57	3.26	3.32	3.40	3.52	3.26
24	Understand speech accompanied by some background noise (e.g., static, music, conversation)	2.58	2.51	2.86	**2.42**	2.61	2.58	2.73	**2.41**
25	Be aware of regional and national variations of pronunciation and vocabulary	**2.35**	2.51	2.57	**2.37**	**2.48**	**2.42**	2.59	**2.28**

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0 - 5 n=33	6 + n=307	F n=187	M n=155
26	Understand speech at a rapid rate	2.58	2.54	2.72	**2.37**	2.55	2.54	2.60	**2.48**
27	**Overall evaluation of the importance of Listening Comprehension**	3.54	3.54	3.66	3.45	3.37	3.55	3.61	3.45
28 *	*How well do the statements in section I cover the important aspects of Listening Comprehension?*	4.34	4.21	4.46	4.28	4.13	4.35	4.34	4.30
DOMAIN II: STRUCTURE OF THE STANDARD GERMAN LANGUAGE									
29	Recognize common pronunciation problems of nonnative speakers	3.49	3.45	3.67	3.35	3.10	3.53	3.52	3.44
30	Correct common pronunciation errors of nonnative speakers	3.38	3.25	3.54	3.10	3.00	3.35	3.35	3.25
31	Recognize basic grammatical errors made by nonnative speakers	3.62	3.55	3.70	3.40	3.29	3.59	3.57	3.55
32	Correct basic grammatical errors made by nonnative speakers	3.47	3.29	3.60	3.21	3.06	3.44	3.39	3.38
33	Recognize language that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.28	3.24	3.45	3.13	2.94	3.29	3.31	3.21
34	Correct speech that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.13	3.00	3.27	2.92	2.90	3.09	3.13	3.01
35	Revise speech to clarify meaning	3.35	3.30	3.42	3.28	3.23	3.35	3.43	3.23
36	Identify grammatical errors	3.74	3.56	3.77	3.58	3.55	3.68	3.66	3.66
37	Correct grammatical errors	3.62	3.44	3.70	3.41	3.42	3.56	3.57	3.51
38	Analyze grammatical errors	3.35	3.24	3.33	3.18	3.16	3.30	3.30	3.24
39	Identify errors in word choice	3.44	3.36	3.48	3.27	3.39	3.40	3.45	3.31
40	Correct errors in word choice	3.33	3.20	3.42	3.18	3.26	3.30	3.34	3.21

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
41	Analyze errors in word choice	3.16	3.03	3.14	2.92	3.10	3.07	3.14	2.96
42	Recognize writing that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.29	3.20	3.32	3.08	3.10	3.22	3.28	3.14
43	Revise writing that is inappropriate to the situation and/or the audience addressed (i.e., inappropriate register)	3.16	3.13	3.24	2.95	2.87	3.13	3.22	2.99
44	Revise writing to clarify meaning	3.33	3.19	3.37	3.14	3.16	3.26	3.37	3.11
45	Distinguish true from false cognates (e.g., *frei* = free, *Gift* = poison)	3.34	3.36	3.53	3.28	3.03	3.41	3.38	3.38
46	Be aware of the existence of borrowings from other languages	2.78	2.71	2.90	2.65	**2.38**	2.79	2.83	2.67
47	Understand the formation of compound words and contractions (e.g., *Landkarte, zum, wofür*)	3.58	3.47	3.58	3.48	3.19	3.58	3.58	3.45
48	Understand the basic elements of words/morphemes (e.g., prefixes, tense/person verb endings, gender/number markers in nouns and adjectives, comparative/superlative)	3.61	3.55	3.70	3.65	3.44	3.67	3.70	3.54
49	Understand the basic structure of the German sound system (e.g., phonemes, vowel length, voicing/devoicing)	3.30	3.12	3.25	3.06	2.69	3.23	3.22	3.14
50	Demonstrate knowledge of stress, rhythm, and intonation patterns of standard German and how these compare to English	3.01	2.79	2.97	2.78	**2.28**	2.94	2.89	2.89
51	Identify common pronunciation problems for learners of German (e.g., umlaut, ch, r-trill vs. tap, alveolar vs. uvular)	3.40	3.31	3.42	3.22	2.88	3.39	3.38	3.28

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0 - 5 n=33	6 + n=307	F n=187	M n=155
52	Understand word order to form phrases, clauses, or sentences	3.75	3.71	3.77	3.74	3.59	3.76	3.81	3.66
53	Compare and contrast selected structural features of German and English	3.22	3.07	3.10	3.05	2.75	3.15	3.23	2.97
54	Be able to translate (into English) German words, phrases, or paragraph-length passages	3.34	3.27	3.34	3.01	2.91	3.29	3.31	3.12
55	Be able to translate (into German) English words, phrases, or paragraph-length passages	3.09	3.13	3.14	2.97	3.06	3.09	3.19	2.91
56	Understand the historical development of the German language	**2.10**	**1.97**	**2.23**	**1.79**	**1.78**	**2.02**	**2.04**	**1.98**
57	Be able to explain certain characteristics of the German language in terms of its historical development	**1.96**	**1.84**	**1.97**	**1.63**	**1.61**	**1.85**	**1.80**	**1.89**
	Demonstrate the correct formation and use(s) of the following:								
58	regular and irregular verbs (including verbs with spelling changes and stem changes) in all indicative tenses	3.85	3.75	3.77	3.72	3.63	3.80	3.81	3.72
59	modal verbs	3.84	3.80	3.87	3.80	3.66	3.86	3.85	3.79
60	separable and inseparable prefixes and verbal complements (e.g., *ankommen, verkaufen, spazieren gehen, intelligent sein*)	3.80	3.73	3.83	3.68	3.56	3.78	3.81	3.69
61	the past vs. perfect	3.63	3.63	3.61	3.45	3.34	3.61	3.63	3.50
62	*sein* vs. *haben* as auxiliaries	3.81	3.81	3.85	3.75	3.66	3.83	3.81	3.79
63	*seit* + present tense (e.g., *Ich wohne seit drei Jahren in Berlin*)	3.36	3.45	3.51	3.21	3.06	3.41	3.42	3.30

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
64	*vor* + past tense (e.g., *vor drei Jahren bin ich umgezogen*)	3.29	3.20	3.55	3.22	2.91	3.36	3.37	3.23
65	*wissen* vs. *kennen*	3.68	3.63	3.72	3.54	3.34	3.69	3.69	3.57
66	imperatives	3.62	3.64	3.68	3.53	3.31	3.66	3.67	3.53
67	subject/verb agreement	3.86	3.88	3.93	3.87	3.78	3.91	3.90	3.86
68	prepositions as verbal complements (e.g., *warten auf, bitten um*)	3.37	3.30	3.51	3.25	2.97	3.40	3.38	3.31
69	verbs governing the accusative and dative	3.59	3.49	3.68	3.44	3.25	3.59	3.59	3.49
70	reflexive verbs	3.51	3.51	3.69	3.43	3.06	3.58	3.58	3.46
71	the passive voice (e.g., *verkauft werden, verkauft sein*)	2.94	3.04	3.33	2.76	**2.41**	3.07	2.98	3.01
72	regular and irregular verbs (including verbs with stem changes) in the subjunctive mood	3.08	2.96	3.43	2.87	2.72	3.12	3.07	3.07
73	definite and indefinite articles	3.83	3.72	3.86	3.74	3.59	3.81	3.83	3.72
74	noun/pronoun declension	3.72	3.71	3.86	3.67	3.44	3.78	3.78	3.68
75	interrogatives	3.80	3.69	3.78	3.78	3.53	3.80	3.83	3.68
76	exclamations	3.28	3.24	3.36	3.32	3.13	3.32	3.38	3.20
77	personal pronouns (gender and case)	3.87	3.76	3.87	3.84	3.69	3.87	3.90	3.76
78	indefinite pronouns, including negative forms (e.g., *eine, kein, man, niemand, irgendein*)	3.59	3.45	3.61	3.48	3.28	3.57	3.59	3.46
79	demonstrative pronouns	3.42	3.33	3.42	3.15	3.00	3.36	3.43	3.20
80	relative pronouns	3.51	3.36	3.62	3.37	3.09	3.52	3.50	3.41
81	reflexive pronouns	3.57	3.49	3.70	3.41	3.16	3.58	3.60	3.45
82	prepositions governing the dative and/or accusative	3.74	3.65	3.83	3.68	3.44	3.77	3.77	3.66
83	prepositions governing the genitive	3.19	3.17	3.48	3.12	2.94	3.27	3.26	3.18

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
84	comparatives and superlatives	3.66	3.49	3.72	3.59	3.41	3.65	3.68	3.53
85	plural forms of nouns and adjectives	3.64	3.57	3.72	3.54	3.41	3.65	3.66	3.55
86	adjective endings (weak/strong)	3.49	3.36	3.67	3.32	3.28	3.48	3.49	3.40
87	emphasis words (e.g., *denn, doch, ja*)	2.91	2.86	2.94	2.75	**2.31**	2.92	2.95	2.75
88	word order in independent and dependent clauses	3.73	3.68	3.74	3.69	3.44	3.76	3.75	3.66
89	conjunctions (coordinating, subordinating)	3.68	3.57	3.69	3.58	3.24	3.69	3.68	3.57
90	*um...zu* clauses	3.26	3.16	3.47	3.14	3.03	3.29	3.27	3.23
91	characteristics of German orthography (e.g., capitalization of nouns, double s [ß])	3.47	3.31	3.56	3.32	3.42	3.42	3.52	3.27
92	idiomatic expressions (e.g., *pleite sein, Spaß machen, auf und ab gehen*)	3.09	3.03	3.37	3.05	2.97	3.13	3.22	3.01
93	**Overall evaluation of the importance of Structure of the Standard German Language**	3.70	3.58	3.79	3.58	3.55	3.68	3.71	3.60
94 *	*How well do the statements in section II cover the important aspects of Structure of the Standard German Language?*	4.63	4.42	4.69	4.44	4.34	4.56	4.56	4.51
DOMAIN III: READING COMPREHENSION									
95	Understand sentences with real conditions (e.g., *Wenn es morgen regnet, bleiben wir zu Hause*)	3.70	3.61	3.76	3.58	3.39	3.70	3.75	3.58
96	Understand sentences with contrary-to-fact conditions (e.g., *Wenn ich Zeite hätte, würde ich ins Kino gehen*)	3.57	3.55	3.69	3.35	3.15	3.59	3.58	3.49

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
97	Identify the main idea or gist	3.86	3.87	3.90	3.79	3.79	3.87	3.88	3.81
98	Identify other important ideas	3.70	3.63	3.66	3.49	3.55	3.64	3.73	3.47
99	Identify supporting details	3.22	3.29	3.36	3.04	3.15	3.23	3.39	3.02
100	Locate the place in a reading selection where a specific kind of information can be found	3.60	3.39	3.56	3.35	3.30	3.50	3.56	3.37
101	Identify a summary of ideas in a passage	3.65	3.47	3.63	3.39	3.36	3.56	3.62	3.43
102	Identify the relationships among directly stated ideas (e.g., relationships of cause and effect, sequence)	3.33	3.20	3.41	3.08	3.09	3.27	3.35	3.14
103	Understand and describe the organization of a passage	3.11	2.89	3.23	2.78	2.79	3.00	3.12	2.85
104	Understand the literal meaning of literary reading selections	3.28	3.25	3.49	3.05	2.94	3.30	3.41	3.07
105	Understand the literal meaning of nonliterary reading selections (e.g., newspapers, signs, menus)	3.44	3.51	3.63	3.28	3.21	3.48	3.54	3.33
106	Distinguish fact from opinion	3.30	3.29	3.45	3.28	3.12	3.36	3.44	3.20
107	Understand the logical sequence of ideas	3.40	3.31	3.55	3.32	3.30	3.40	3.48	3.28
108	Distinguish what is implied from what is directly stated in a passage	3.17	3.13	3.32	2.95	2.94	3.15	3.26	2.99
109	Make inferences from the directly stated content	3.09	3.08	3.25	2.96	2.97	3.10	3.18	2.98
110	Relate information in a text to situations outside the text	3.04	3.12	3.21	2.92	2.91	3.08	3.16	2.96
111	Identify the tone of a literary passage	2.75	2.55	2.95	**2.43**	**2.48**	2.68	2.73	2.58

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
112	Recognize the attitude(s) expressed (e.g., sarcasm, praise, criticism, subjective vs. objective tone)	2.92	2.69	3.15	2.69	2.61	2.89	2.89	2.84
113	Recognize the style or manner of expression	2.70	**2.49**	2.93	**2.38**	2.58	2.61	2.68	2.55
114	Infer the author's likely purpose(s) for writing the selection (e.g., to criticize, defend)	2.88	2.59	3.15	2.56	2.56	2.81	2.85	2.72
115	Analyze and interpret the rhetorical and stylistic features of literary selections	**2.40**	**2.04**	**2.47**	**1.85**	**1.88**	**2.20**	**2.15**	**2.22**
116	Identify meter and rhyme scheme in a poem	**2.29**	**1.85**	**2.27**	**1.58**	**1.58**	**2.05**	**1.97**	**2.02**
117	Infer the probable source or audience for a text	2.56	**2.09**	2.72	**2.01**	**2.00**	**2.35**	**2.40**	**2.27**
118	Locate a literary work in its period or style	**2.24**	**1.84**	**2.34**	**1.70**	**1.74**	**2.04**	**2.04**	**2.00**
119	Identify a text as typical for a particular writer or literary genre	**2.14**	**1.68**	**2.23**	**1.64**	**1.66**	**1.94**	**1.93**	**1.91**
120	Analyze and interpret works of literature by placing them in their specific cultural and historical context	**2.28**	**1.80**	**2.46**	**1.81**	**1.81**	**2.10**	**2.07**	**2.11**
121	Recognize different possible meanings of a word, phrase, or sentence	3.09	2.99	3.18	2.83	2.72	3.05	3.06	2.98
122	Understand the meaning of figurative language (e.g., metaphors, similes)	2.91	2.62	3.08	2.60	2.63	2.82	2.80	2.80
123	Understand the function of key transition indicators (e.g., *denn, obwohl, deshalb*)	3.19	3.14	3.46	2.96	2.84	3.22	3.21	3.16

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0 - 5 n=33	6 + n=307	F n=187	M n=155
124	Identify the referents for nouns and pronouns (as cohesive devices within a text)	3.21	3.00	3.38	3.10	2.87	3.22	3.24	3.10
125	**Overall evaluation of the importance of Reading Comprehension**	3.33	3.11	3.54	3.17	3.00	3.32	3.32	3.25
126 *	*How well do the statements in section III cover the important aspects of Reading Comprehension?*	4.37	4.04	4.39	4.23	3.94	4.31	4.29	4.23
DOMAIN IV: CULTURE									
127	Identify and locate German-speaking regions, countries, and major cities	3.69	3.62	3.65	3.59	3.47	3.67	3.73	3.52
128	Identify the major geographical features (e.g., mountains, rivers of German-speaking countries and regions	3.38	3.31	3.32	3.21	2.88	3.36	3.40	3.21
129	Identify major agricultural and industrial regions of German-speaking countries and regions	3.00	3.00	3.00	2.79	2.53	2.98	3.06	2.80
130	Know about contemporary life-styles (e.g., education, customs) of German-speaking countries and regions	3.48	3.41	3.47	3.47	3.32	3.48	3.64	3.25
131	Know about the major groups indigenous to the German-speaking countries and regions (e.g., Austrians, Swiss, Alsatians)	3.03	2.99	3.08	2.95	2.84	3.02	3.10	2.90

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
132	Demonstrate familiarity with the contributions of other linguistic and cultural groups to the German-speaking regions and countries	2.53	2.50	2.56	**2.23**	**2.34**	**2.43**	2.53	**2.35**
133	Identify major (landmark) contributions of German-speaking people to the history, economy, political life, language, and culture of the United States	2.99	2.97	2.86	2.83	2.74	2.92	3.06	2.73
134	Recognize aspects of the cultures of German-speaking regions/countries that differ from aspects of U.S. culture(s) (e.g., verbal and nonverbal social interaction patterns, use of *du* vs. *Sie*)	3.36	3.42	3.53	3.37	3.19	3.44	3.54	3.26
135	Recognize major periods and events in the history of German-speaking countries and regions	2.98	2.99	3.09	2.86	2.71	3.00	3.01	2.92
136	Recognize principal historic political figures of German-speaking countries and regions	2.95	2.86	2.90	2.73	2.63	2.89	2.89	2.82
137	Recognize principal contemporary political figures of German-speaking countries and regions	2.82	2.77	2.99	2.67	**2.26**	2.86	2.89	2.70
138	Recognize major scientists, inventors, and philosophers from German-speaking countries and regions	2.73	2.77	2.88	**2.48**	**2.36**	2.74	2.79	2.59
139	Recognize the importance of German postwar division and reunification	3.26	3.26	3.51	3.28	2.91	3.37	3.40	3.22

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
140	Demonstrate an awareness of contemporary world politics and economics affecting German-speaking countries (e.g., the European Economic Community, environmental concerns, relations with Eastern Europe)	3.06	2.87	3.23	3.02	2.85	3.06	3.13	2.94
141	Recognize major differences between political institutions in German-speaking countries/regions and in the U.S.	2.68	2.62	2.79	2.51	**2.36**	2.67	2.70	2.58
142	Recognize major differences between educational institutions in German-speaking countries/regions and in the U.S.	2.91	2.95	3.07	2.99	2.82	3.00	3.13	2.78
143	Demonstrate some familiarity with major authors and works of the literature of German-speaking countries and regions	2.90	2.79	3.11	2.68	**2.44**	2.91	2.91	2.78
144	Demonstrate an ability to read critically and interpret a literary excerpt with reference to its specific cultural and historical context	**2.40**	**2.29**	2.74	**2.12**	**1.97**	**2.40**	**2.40**	**2.35**
145	Recognize significant historic figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions	2.63	2.51	2.86	**2.39**	**2.19**	2.61	2.58	2.61

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
146	Recognize significant contemporary figures and their works in theater, music, art, architecture, film, and dance of German-speaking countries and regions	2.53	**2.47**	2.65	**2.18**	**1.97**	**2.49**	**2.44**	**2.45**
147	Recognize major movements or styles in the arts in their historical/social contexts	**2.43**	**2.19**	2.70	**2.14**	**1.97**	**2.39**	**2.38**	**2.33**
148	**Overall evaluation of the importance of Culture**	3.14	3.15	3.16	3.15	2.76	3.20	3.20	3.08
149*	*How well do the statements in section IV cover the important aspects of Culture?*	4.28	4.14	4.31	4.14	3.97	4.25	4.27	4.16
DOMAIN V: SPEAKING									
150	Speak so as to be understood by a native speaker of standard German accustomed to speaking with foreigners	3.78	3.82	3.76	3.70	3.69	3.78	3.77	3.76
151	Speak so as to be understood by a native speaker of standard German unaccustomed to speaking with foreigners	3.24	3.47	3.51	3.27	3.30	3.38	3.40	3.31
152	Speak with moderate grammatical control (i.e., few errors in common structure)	3.55	3.56	3.70	3.44	3.33	3.59	3.61	3.49
153	Demonstrate a working vocabulary adequate for most topics of a general nature	3.68	3.65	3.78	3.48	3.45	3.66	3.75	3.51

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0 - 5 n=33	6 + n=307	F n=187	M n=155
154	Speak with accurate pronunciation	3.53	3.44	3.61	3.33	3.30	3.49	3.53	3.41
155	Speak with appropriate stress, intonation, and rhythm	3.33	3.31	3.40	3.14	3.09	3.31	3.37	3.20
156	Speak with a moderate degree of fluency (i.e., without any uncomfortably long pauses, frequent repetitions, or lapses into English)	3.48	3.48	3.56	3.34	3.24	3.48	3.51	3.41
157	Present ideas coherently, supported by relevant reasons, examples, and details	3.15	3.25	3.38	2.94	2.94	3.20	3.22	3.12
158	Adapt vocabulary and style of language to the situation and the audience (i.e., use suitable register [suitable formal or informal language])	3.11	3.19	3.32	2.98	3.06	3.15	3.26	2.99
159	Initiate, sustain, and bring to closure a wide variety of communicative tasks (e.g., explain, discuss, ask and respond to questions, request, praise, deny, interact socially)	3.25	3.39	3.51	3.17	3.27	3.32	3.42	3.19
160	Request clarification of a spoken message when it has not been understood	3.74	3.70	3.74	3.57	3.52	3.71	3.74	3.61
161	Supply a synonym for or explain a word/phrase that has not been understood (i.e., use circumlocution)	3.52	3.53	3.63	3.27	3.36	3.50	3.61	3.31
162	Summarize orally a speaker's main idea(s)	3.24	3.22	3.31	3.00	3.09	3.20	3.31	3.03
163	Describe a visual stimulus (such as a picture or eyewitness event)	3.44	3.31	3.44	3.24	3.15	3.38	3.46	3.22
164	Paraphrase a spoken stimulus	3.23	3.19	3.30	3.13	2.97	3.23	3.35	3.03
165	Paraphrase a written stimulus	3.20	3.19	3.28	3.09	2.91	3.22	3.33	3.01

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
166	Make a presentation to an assembly of people	2.55	2.64	2.66	**2.27**	**2.33**	2.53	2.52	2.52
167	Present opinions on familiar topics	3.27	3.14	3.37	3.02	3.12	3.20	3.30	3.08
168	Restate and compare differing points of view	2.79	2.88	3.01	2.58	2.82	2.80	2.91	2.68
169	Defend opinions on familiar topics	2.96	2.97	3.14	2.76	2.91	2.95	3.08	2.81
170	Narrate and describe situations with paragraph-length discourse, using appropriate means to convey past, present, and future	3.00	3.16	3.23	2.84	3.00	3.06	3.12	2.95
171	Read aloud with the intonation, inflection, and fluency necessary to communicate written material effectively	3.48	3.45	3.61	3.40	3.48	3.49	3.56	3.39
172	Provide comprehensible directions/instructions to students and/or other listeners	3.65	3.70	3.66	3.55	3.58	3.65	3.75	3.50
173	**Overall evaluation of the importance of Speaking**	3.58	3.61	3.63	3.52	3.48	3.60	3.63	3.52
174*	*How well do the statements in section V cover the important aspects of Speaking?*	4.55	4.38	4.45	4.34	4.18	4.46	4.45	4.41
DOMAIN VI: WRITING									
175	Write so as to be understood by a native speaker of standard German	3.58	3.45	3.70	3.55	3.52	3.59	3.65	3.49
176	Demonstrate a working vocabulary adequate for most topics of a general nature	3.58	3.61	3.73	3.47	3.36	3.62	3.70	3.45

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
177	Narrate and describe situations with paragraph-length discourse, using appropriate means to convey past, present, and future	3.37	3.30	3.61	3.29	3.18	3.42	3.51	3.23
178	Produce writing that is free of major errors in grammar, punctuation, syllabication, and spelling	3.53	3.42	3.70	3.39	3.39	3.52	3.60	3.41
179	Use varied sentence structure to convey a sense of cohesiveness	3.24	3.15	3.38	3.03	3.12	3.19	3.34	3.00
180	Use appropriate transitional expressions (e.g., *denn, einerseits, obwohl*) to convey a sense of cohesiveness	2.99	3.01	3.21	2.80	2.64	3.03	3.14	2.82
181	Use complex sentences	3.05	3.14	3.34	2.89	2.85	3.13	3.21	2.96
182	Organize ideas effectively and logically	3.44	3.39	3.59	3.30	3.24	3.45	3.50	3.33
183	Analyze ideas and information in various ways (e.g., explain the cause and effect, draw conclusions)	3.07	2.97	3.23	2.71	2.91	2.99	3.07	2.89
184	Present ideas coherently, supported by relevant reasons, examples, and details	3.23	3.16	3.39	2.89	3.06	3.17	3.27	3.05
185	Write questions	3.75	3.71	3.81	3.68	3.55	3.76	3.83	3.61
186	Take notes	3.25	3.05	3.40	3.07	3.03	3.22	3.29	3.07
187	Write summaries	3.27	3.16	3.43	3.19	3.12	3.28	3.39	3.09
188	Describe an event or situation of a factual nature	3.51	3.39	3.56	3.41	3.24	3.49	3.57	3.33
189	Use language appropriate to the task and/or the audience addressed (i.e., use appropriate register)	3.29	3.28	3.51	3.12	3.09	3.30	3.43	3.11
190	Write simple social correspondence	3.51	3.54	3.67	3.51	3.39	3.56	3.62	3.46

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
191	Write a formal or business letter, observing the appropriate format and degree of formality (i.e., the appropriate register)	2.81	2.69	2.92	2.51	2.58	2.72	2.76	2.68
192	Describe a visual stimulus (such as a picture or eyewitness event)	3.44	3.31	3.47	3.20	3.27	3.36	3.48	3.18
193	Present an opinion on familiar topics	3.42	3.30	3.56	3.22	3.30	3.37	3.49	3.24
194	Defend an opinion on familiar topics	3.12	3.09	3.33	2.92	3.06	3.10	3.22	2.98
195	Explain or illustrate key ideas	3.36	3.30	3.49	3.15	3.36	3.31	3.39	3.21
196	Restate and compare differing points of view	2.88	2.95	3.10	2.66	2.76	2.89	2.99	2.76
197	Delineate the steps in a process or procedure (e.g., explain how to do something)	3.26	3.26	3.42	3.17	3.18	3.28	3.42	3.10
198	Provide clear directions/instructions to students and/or other readers	3.64	3.65	3.76	3.56	3.58	3.66	3.75	3.51
199	Discuss how an author uses literary devices, such as figurative language, to convey the theme in a specific literary excerpt	**2.40**	**2.04**	2.67	**1.98**	**2.36**	**2.24**	**2.24**	**2.30**
200	**Overall evaluation of the importance of Writing**	3.39	3.32	3.56	3.24	3.15	3.40	3.44	3.28
201*	*How well do the statements in section VI cover the important aspects of Writing?*	4.47	4.31	4.40	4.36	4.13	4.42	4.45	4.32
DOMAIN VII: FOREIGN LANGUAGE PEDAGOGY									
202	Give a rationale for learning German	3.53	3.43	3.60	3.48	3.27	3.53	3.54	3.46
203	Explain the role of German in the total curriculum	3.30	3.19	3.41	3.32	3.15	3.32	3.37	3.25
204	Give a rationale for learning a particular aspect of the German curriculum	3.20	3.19	3.23	3.04	3.03	3.18	3.29	3.00

	QUESTION	RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
205	Give a rationale for including a particular content area (e.g., mathematics, science, language arts) in the German curriculum	2.81	2.82	2.75	2.51	2.56	2.71	2.81	2.62
206	Give a rationale for teaching a particular content area (e.g., mathematics, science, language arts) using German as the language of instruction	**2.42**	**2.49**	**2.41**	**2.31**	**2.21**	**2.39**	**2.44**	**2.37**
207	Understand current language proficiency guidelines (e.g., ACTFL, FSI)	3.00	2.88	2.97	2.83	2.67	2.95	3.09	2.69
208	Organize content in a German curriculum for a specific group of students and justify it (e.g., multilevel classes, special needs students within a class)	3.22	3.15	3.26	2.99	3.21	3.13	3.32	2.94
209	Evaluate the organization of content in a particular German curriculum	3.25	3.15	3.20	3.03	3.06	3.16	3.30	2.99
210	Evaluate and make appropriate use of curricular materials and resources for German (e.g., textbooks, authentic materials, computer software, laboratory materials, learning kits)	3.62	3.45	3.60	3.46	3.36	3.55	3.64	3.39
211	Evaluate and make appropriate use of mass media (e.g., film, television, video) to teach German	3.39	3.32	3.27	3.24	3.42	3.30	3.45	3.14

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QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
212	Evaluate and make appropriate use of instructional technologies (e.g., computer, videodisc, interactive television) to teach German	3.08	3.04	2.90	3.18	3.09	3.05	3.17	2.93
213	Demonstrate an awareness of the importance of articulation (coordination among preschool, elementary, middle, and secondary school, and college/university German curricula)	2.98	3.01	2.94	2.85	2.76	2.94	3.16	2.71
214	Demonstrate an awareness of professional and scholarly literature (e.g., journals, reference works, magazines) appropriate for German teachers and students	2.74	2.57	2.79	2.55	**2.39**	2.70	2.72	2.59
215	Demonstrate an awareness of professional and scholarly organizations for German and other foreign language teachers and students	2.93	2.60	2.89	2.73	2.52	2.83	2.84	2.74
216	Evaluate the impact of learning theories on teaching German (e.g., second language acquisition, developmental learning)	2.83	2.69	2.53	2.58	2.76	2.64	2.83	**2.47**
217	Understand factors (e.g., societal, gender, racial, socioeconomic, linguistic) that may affect the teaching and learning of German	2.88	2.77	2.86	2.61	2.76	2.77	2.95	2.58
218	Demonstrate an understanding of current foreign language teaching methodologies (e.g., delayed oral response, proficiency-based approaches)	3.11	3.17	3.13	3.05	3.09	3.11	3.25	2.95

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
219	Recognize the knowledge, experience, and skills that students bring to various content areas in German	3.21	3.05	3.28	2.97	3.13	3.12	3.30	2.93
220	Select and use a variety of appropriate teaching strategies	3.68	3.74	3.72	3.69	3.73	3.71	3.82	3.57
221	Use students' out-of-class experiences and knowledge to teach German	3.30	3.42	3.39	3.23	3.36	3.31	3.47	3.18
222	Assist students in developing strategies to overcome first-language interference and other error-inducing linguistic patterns	3.24	3.40	3.32	3.26	3.21	3.32	3.47	3.12
223	Recognize the special needs of some foreign language students in the learning of German	3.23	3.27	3.25	3.06	3.18	3.21	3.37	3.01
224	Evaluate teaching strategies and activities as related to specific objectives (e.g., laboratory work, supervised practice, group work, lecture)	3.22	3.18	3.01	3.15	3.12	3.15	3.30	2.97
225	Use appropriate forms of representation (e.g., analogies, examples, objects, realia) to make German understandable and interesting	3.43	3.56	3.53	3.45	3.39	3.50	3.62	3.33
226	Show relationships among topics in German (e.g., the influence of German history on language, art, and science)	2.95	2.83	3.05	2.54	2.64	2.84	2.94	2.71
227	Show relationships among points in German grammar	3.39	3.35	3.46	3.11	3.27	3.34	3.39	3.25
228	Integrate German with other curricular areas	2.93	2.82	3.00	2.63	2.53	2.84	2.89	2.78

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
229	Manage student interaction in a German classroom without discouraging divergent thought	3.29	3.48	3.51	3.27	3.09	3.41	3.52	3.21
230	Demonstrate an awareness of strategies for motivating and encouraging students to succeed in German	3.53	3.66	3.74	3.54	3.56	3.62	3.73	3.46
231	Assist students in developing strategies for learning German effectively	3.55	3.71	3.64	3.60	3.50	3.64	3.72	3.51
232	Use appropriate evaluation strategies (e.g., portfolios, observations, interviews, oral discussions, essays, written tests, diaries, daily logs) to assess students' performance in German	3.49	3.68	3.60	3.51	3.55	3.57	3.69	3.41
233	Use appropriate standardized measures of achievement (e.g., norm-referenced tests, criterion-referenced test) to assist students' performance in German	3.03	3.00	2.82	2.84	3.03	2.89	3.02	2.83
234	Develop a variety of questioning strategies that ask students to demonstrate their understanding of particular topics	3.46	3.55	3.53	3.31	3.36	3.46	3.64	3.23
235	Engage students in developing their own questions about topics in German	3.22	3.45	3.34	3.01	3.24	3.23	3.38	3.09
236	Recognize patterns of error in students' work and assist students in developing strategies to recognize and correct them	3.53	3.57	3.62	3.33	3.64	3.49	3.61	3.39

QUESTION		RESPONDENTS BY GEOGRAPHIC LOCATION				TEACHERS BY YEARS OF TEACHING EXPERIENCE		RESPONDENTS BY SEX	
		S n=93	FW n=77	NE n=73	C n=99	0-5 n=33	6+ n=307	F n=187	M n=155
237	Distinguish errors that impede comprehension from less serious ones	3.55	3.56	3.58	3.30	3.36	3.51	3.60	3.37
238	**Overall evaluation of the importance of Foreign Language Pedagogy**	3.38	3.55	3.32	3.33	3.45	3.38	3.51	3.24
239*	*How well do the statements in section VII cover the important aspects of Foreign Language Pedagogy?*	4.44	4.48	4.44	4.29	4.12	4.44	4.49	4.30

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